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ABSTRACT

The papers in this collection focus on: (1) individualizing instruction, (2) comparative roles of the foreign language supervisor and the science supervisor, (3) mini-courses, (4) parents and the community, (5) a classical heritage course, (6) use of non-book instructional materials, (7) a total immersion language program, (8) vocational opportunities in foreign languages, (9) Afro-American contributions to the development of cultural pluralism in America, (10) personalizing instruction, (11) accountability, (12) the contributions of minority groups and cultural pluralism, (13) teaching culture, (14) public relations, and (15) foreign languages in the community college. (RL)

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INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION: NEW MYTHS AND OLD REALITIES

Frank M. Grittner, Wisconsin Department of Public Instruction

To begin with, let's look at the all-encompassing myth which forms the rationale for individualized instruction, namely the belief that human beings are infinitely diverse and that, therefore, each student should be approached individually on his own intellectual and emotional terms. In theory, I accept that. However, I also believe in motherhood and in zero population growth. And I also have five children, which goes to show what can happen to very sensible theories when people try to put them into practice. Similarly--with regard to the question of individualizing instruction--I can only say, "Of course I believe in it." However, I also believe in other things, such as the right of the classroom teacher to survive mentally and physically and to have a few leisure hours each week. I mention this because it is one of the crucial points at which myth parts company with reality. The evidence indicates that it is sheer fantasy to expect an unaided teacher to set up some elaborate kind of individualized program in the regular classroom situation without first making such changes as providing teacher aides, increasing the budget for equipment and materials, and greatly reducing the pupil-teacher ratio. Unless such changes are made, there isn't much honest advice that anyone can give. It's like the woman who asked the doctor when she should take the pill; the doctor said, "In every conceivable situation." It's the same with individualization. "When do you do it? When do you treat students as unique individuals?" Obviously, whenever conditions make it possible. But the belief that the classroom teacher can unilaterally create those conditions by next Tuesday is a dangerous myth.

Then there is also the rather substantial myth that someone knows the meaning of the term "individualized instruction". In reality, there are an amazing number of opinions about what it means. For example, there are those who look upon individualization as nothing more than self-pacing through a clearly-described and carefully-sequenced body of subject matter. In its most extreme form, the self-paced curriculum is based upon a large number of so-called "behavioral objectives", each of which tells precisely how the student will be performing when he has successfully completed each of the steps in the self-paced curriculum.

So, what is a behavioral objective? For the uninitiated, let me give an example of such an objective applied to foreign language pronunciation.

> "Upon hearing each of the following ten utterances spoken at normal speed by a native speaker, the student will respond within three seconds by imitating the utterances correctly with 90% accuracy." (There would then be ten utterances containing critical phonemes

for a given language.)

This has the characteristics of a good behavioral objective, which are:

1. It tells what the student will be doing in terms of a specific behavior (i.e., oral mimicry of ten utterances);

2. It defines the conditions under with the behavior will occur; (i.e., the student will hear a native voice and respond to it);

3. It has a criterion of acceptable performance (i.e., the student will respond within three seconds and he will get 90% of the critical phonemes right);

4. It describes an overt, measurable set of behaviors (i.e., you can listen to the student and determine whether or not he got nine out of ten of the critical phonemes right).

Now, one problem with behavioral objectives is that they are time-consuming to write--you need hundreds of them to cover a single year of language. But even if the teacher can find the time, I still have some serious reservations about how far it is possible to go with this approach. For example, I have from time to time enjoyed reading poetry in English, German, and Spanish. But on those occasions, the impact of lyric poetry was all internal (except for a few incidental facial expressions). So, what do you do for a measurable overt behavior? Do you accept as a criterion of performance something like, "Upon reading the following sonnet, the student will furrow his brow in appreciation 80% of the time?"

And what about the arbitrary percentage criterion for correctness? (Eighty percent is a common one.) If in German, for example, we accept correctness standards of 80% for lexical items, 80% for gender, 80% for case endings, 80% for adjective endings, 80% for verb endings, and 80% for syntax, we are left with only a 26% chance that the student will put all of these elements together to come up with a correct sentence insofar as these few elements are concerned. In short, the 80% criterion of correctness is a statistical absurdity when it is applied to the individual elements which go to make up a complete utterance.

According to the behavioral objective approach, all you have to do is prepare objectives for all aspects of the foreign language, arrange the objectives in the appropriate sequence, and set up an educational production line which will enable each pupil to meet each objective. Then, you hire the needed production workers who may--or may--be regular certified teachers. Above all, you hire an efficiency expert to eliminate those machines and people that do not contribute to the efficient processing of students and to keep those that do. A feedback system is also essential to this so-called "systems approach".* Its purpose is to evaluate the degree to which specific, measurable behaviors are being realized. There are many advocates of individualized instruction who believe that anything worth learning can be stated in the form of measur-

able overt behaviors. However, there are others who believe that anything which can be so stated is not worth learning in the first place.

For example, Oettinger (author of Run Computer Run) recently criticized all the various self-pacing schemes by saying that when you start with behavioral objectives you cannot possibly end up with "the cultivation of idiosyncrasy". As he expresses it, "It is, rather what an industrial engineer might call mass production to narrow specifications with rigid quality control. Each pupil is free to go more or less rapidly exactly where he is told to go." The point of this quotation is to show that, while there are many people who feel that the key to individualization lies in self-pacing students through pre-determined objectives, there are others who have nothing but contempt for this definition of individualization. Many critics say that you have to go far beyond this and allow for something which they call "learning style". That is, you've got to give students all kinds of options as to how they learn. Learning-style advocates would, for example, condemn programmed instruction and audio-lingual instruction on the same grounds, namely, that they both call for a rigidly prescribed mode of learning which is the same for all students.

Incidentally, the history of educational research tends to support the view that there is no one best method which can be demonstrated as applying to all students. As a matter of plain fact, the usual outcome of studies which compare one method with another is "no significant difference". For example, the Pennsylvania Study showed that the traditional grammar-translation method was just as effective as the audio-lingual method in teaching language skills. As another example, several studies have shown no great advantage to teaching listening before reading and writing, despite what the audio-lingualists have contended. And recently, some humorist has referred to the language laboratory as "education's Edsel". In support of the Edsel hypothesis, there are a number of large-scale studies which have indicated that the physical presence of a language laboratory makes no measurable difference in what students learn.

There are always a number of disconcerting individuals--for example, a man like Heinrich Schliemann-who gain incredible proficiency in a number of foreign languages by breaking all conceivable learning rules. In Schliemann's case, he learned all the major European languages including English, Dutch, Italian, Spanish, Russian, and French by beginning with the written word and using grammar translation techniques. More specifically, he obtained translations of Oliver Goldsmith's Vicar of Wakefield, which was available in his native German and in all the target languages (plus, of course, the original English). He then proceeded to memorize the entire book to the point where he could recite it from memory in every language. As for pronunciation, he made nothing but mistakes from the very beginning. This didn't bother him; he merely hired a native aide in each language to remediate his pronunciation until it was acceptable to native speakers. Through his knowledge of foreign languages, Schliemann went on to make a fortune in the export-import business which he then abandoned to become an archaeologist. Using as a guide the Iliad and the Odyssey, which he had also memorized in classical Greek, he unearthed the

ancient city of Troy. (Until Schliemann's time, everyone had thought Troy was merely a legendary city.) Well, enough of Schliemann--the only purpose of this example was to illustrate the fact that many people can arrive at the same destination if you let them go about it in their own way. That is, if you individualize the learning style; if you make all learning modes open-ended.

However, even allowing for self-pacing and for variety of learning styles is not sufficient, according to some people. During the last Northeast Conference Jakobovits suggested that the content as well as the style must be varied. As he expressed it, "An effective foreign language curriculum...will offer courses that teach specific goals in which the student is interested...It will use methods and techniques that take into account the individual learner's characteristics..." Jakobovits advocates what he calls "an individuated curriculum," which allows the student to choose only that foreign language content that interests him. He denies that there is any single learning sequence which all students must go through. In place of that, he recommends a series of "how to do it courses," which the student can pick up cafeteria style. He lists courses such as "to converse with the native on travel and shopping," "to understand foreign movies," "to be able to read newspapers," and "to listen to radio broadcasts."

As a matter of fact, many schools have developed "learning packages" or "units of instruction" on topics of this kind. These learning packages are usually in the form of student "contracts" or "unipacs". On the surface the idea of interest-centered mini courses sounds reasonable in theory. However, when you try to convert theory into practice, certain realities tend to get in the way. And the reality is that you still have a situation where teachers are trying to guess precisely what content will prove interesting to students in the younger generation. And, the trouble is, teachers guess wrong just as often with these supposedly interest-centered units as they did with the selection of traditional text materials. The result is that the teacher puts a great deal of time into preparing interest-centered unipacs, only to find that half the students could care less about them.

At this point, many people would suggest that the definition of individualized instruction has been pushed to the limits of credibility. Having taught for eight years in urban public high schools with beginning foreign language classes containing as many as 40 students, I find it personally mind boggling to think of a program which allows each student to go at his own pace, which accommodates his own particular learning style (assuming he has such a thing), and which offers him also a smorgasbord of options, a number of which will presumably convert the most lethargic teenager into an eager, intrinsically-motivated language learner. Even a myth of those heroic proportions is not enough!!

On the contemporary scene we also have the so-called "free school" advocates who claim that the student's own interest and his perception of what is relevant to life is the only valid basis for establishing an individualized program in any field. Pushed to its logical conclusion,

this would mean that every student would have to have his own program, and that the program would have to be modified every time his interests or his perception of reality happened to shift.

Well, so much for the myth that someone can supply a clear, concise definition of individualization. In reality, the concept covers everything from the permissive free school to the Skinner "rat box" approach, in which the student's only choice is whether to go slower or faster through the prescribed material.

Another individualization myth has to do with the term "innovation". I have also heard people refer to "new innovations". Any day now I expect to hear that individualization is a "novel, new innovation". The question is, just how new or innovative is individualization? To answer this--and to get a little break in routine at this point--let's play an audience participation game. Don't worry, I'm not asking you to do anything except a bit of thinking. Not being a Skinnerian behaviorist, I accept the reality that human thinking is a valid form of behavior even though there may be neither overt nor measurable behaviors. So, all I ask is that you listen to a few quotations, think about them, and then guess: ONE, who said it?; and TWO, when?

Quotation Number One

"Uniformity is the curse of American schools. That any school or college has a uniform product should be regarded as a demonstration of inferiority...clearly, individual instruction is the new ideal."

Quotation Number Two

"Course objectives must be stated in very definite terms. To say that a child must learn long division, for example, is not sufficiently definite. To say that every child shall be able to divide four-place dividends by two-place divisors...and that he shall be able to divide such examples at the rate of two in three minutes with 100% accuracy, is a definite statement."

The first quote was not by Silberman (author of Crisis in the Classroom) --but it could have been. The second quote was not by Gagné or Mager or some other contemporary bandwagoneer for behavioral objectives. As a matter of fact, the first quotation was by the president of Harvard University in 1892 condemning the evils of lockstep education (in a speech before the National Education Association). The second quotation was from the superintendent of schools in Winnetka, Illinois in 1924. In the early 1920's, Winnetka had a highly sophisticated program of individualized instruction in foreign languages, mathematics, and in other so-called "skill" areas. It was based on behavioral objectives, it employed a kind of programmed instruction, and it was the latest thing--47 years ago-- for the elementary and junior high school levels.

At the high school level, during the same era, the Dalton Plan was more popular. In fact, in the 1920's there were hundreds of Daltonized

high schools in the USA and other countries--for example, England, Japan, Russia, and China. What did it mean to be Daltonized? Students in the Dalton schools signed "contracts" to do a specified amount of work, within a given period of time, often for a stipulated reward. (For example, in some programs the student could contract for a grade of A, B, or C.) In the Dalton Plan, the student was supposed to learn to budget his own time, to evaluate his own progress through self-testing, and to plan his own means of attacking learning problems. This was in the 1920's--by the 1930's these plans had largely disappeared.

I mention these examples because I think history is repeating itself, sort of like a recurrent dream. Mass education is again under attact, but with new rhetoric. (There are book titles like Death at an Early Age, Crisis in the Classroom, Why Children Fail, Our Children Are Dying, etc.) The responses of the educational establishment are essentially the same. Once again we have overworked teachers trying to compete with workbook publishers by turning out dittoed contracts or "unipacs". ("Unipac" is a contemporary term for the Dalton-type "contract".) The modern individualizing plans may have some points of difference--such as flexible scheduling, audio-visual materials, and team teaching--but, essentially, they are the same as the older plans. That is, they are formalized administrative procedures for moving students through predetermined bodies of subject matter, with some adjustments being made in (1) how fast the student learns, and (2) the methods by which the student learns.

In the 1920's there were hundreds of schools in this country and thousands around the world using variations of the Dalton Plan. Where did all this innovation of a half century ago disappear to? Why did it all disappear? The simple answer is that the various schemes simply didn't work, for reasons which I will get to a little later on. Another answer is that progressive educators won out by the end of the twenties. Their idea of innovation became the "in" thing through the late twenties and early thirties. Progressive education was in many ways the polar opposite of the various, structured, individualized plans. Like Jakobovits, whom I quoted earlier, progressivists believe in starting with student interests and working from there into subject matter. The various individualization schemes, on the other hand, started with subject matter and tried to make its acquisition more systematic, more efficient, and more palatable to the student. Both the progressivists of fifty years ago and the "free school" advocates of today are scornful of an educational approach which is built upon subject matter. This is because subject matter is based upon social realities of the past. For that reason it is said to have no value unless the student can make connections between it and his present or future life. Also, because we live in a rapidly-changing society, learning how to learn is said to be the only educational goal which makes any sense at all. As one progressivist put it:

> Do you not see that if you try to fit the student exclusively for one way of life you make him useless for every other? You put your trust in the existing social order and do not take into account the fact that that order is subject to inevitable revolutions, and that you can neither foresee nor prevent the revolution that may affect

> your children. We are approaching a state of crisis and an age of revolution.

That "modern" statement about education in a changing society was made, not by Alvin Toffler, author of Future Shock, but by Jean Jacques Rousseau in his pedagogical book Emile in 1762--well over 200 years ago. Rousseau also stated that the imposition of subject matter was an excellent way to kill the student's desire to learn.

John Dewey wrote in defense of progressive education in 1938 while speaking out against the traditional subject-oriented curriculum. Referring to the products of the traditional school he said:

> ...how many students have lost the impetus to learn because of the way in which learning was experienced by them? How many acquired special skills by means of automatic drill so that their power of judgment and capacity to act intelligently in new situations was limited? How many came to associate the learning process with ennui and boredom? How many found what they did learn so foreign to the situations of life outside the school as to give them no power of control over the latter? How many came to associate books with dull drudgery, so that they were "conditioned" to hate all but flashy reading material?

Compare the above statement by Dewey with the words of a typical contemporary critic named Sobel who describes our existing educational system with words like "repressive, irrelevant, impersonal, destructive, joyless, obsolete and authoritarian". Sobel also makes the point that: "As presently organized, the inescapable truth is that our schools seldom promote and frequently deny the objectives we, as a nation, espouse. Rather than being assisted and encouraged to develop their own individuality, our children are locked into a regimented system that attempts to stamp them all into the same mold. The student is filled with facts and figures which only accidentally and infrequently have anything whatsoever to do with the problems and conflicts of modern life or his own inner concerns."

If time permitted, it would be possible to give hundreds of additional examples to illustrate that the so-called "innovations" have all been thought of before, and have been found wanting before. It is probably safe to say that there are no new pedagogical ideas; there are merely contemporary applications and misapplications of old ones. So, at this point, let's move away from the history and mythology of individualization and look at a few practical realities which might explain past failures and prevent future ones. As I see it, there are certain basic forces operating in American education. Anyone who presumes to individualize instruction must come to terms with each of them. The first of these forces I would identify as "the integrity of the discipline". By this I refer to a phenomenon that every competent foreign language teacher is familiar with. Namely, there are certain minimal learnings necessary in each foreign language if it is to be called foreign language instruction. For example, however liberal a language teacher may be with regard to student freedoms, he cannot decide that a student is free to choose whether or not to learn

such things as the French partitive or German transposed word order. Nor can a Spanish teacher omit teaching the trilled "r" on the grounds that it is bad for a student's mental health. Once a student has elected a given language, he has committed himself to some rather clearly definable objectives that have to do with phonology, morphology, syntax, vocabulary, and culture as these elements relate to the various language skills.

I should add here that not all people agree that the teacher needs to be concerned about the integrity of the discipline. Over a year ago I visited an individualized program and found that the language teachers did not feel it was necessary for them to check student achievement at regular intervals. In their opinion, the students could do that themselves; all the students needed, they said, was properly-written objectives and self-checking answer sheets. I was then--and am now--skeptical of this approach. I doubt that students, or any of us, are capable of evaluating our own performance objectively and adequately. If you omit the confirmation or correction which good testing provides, this leads only to confused and chronic error in the use of the language.

The second force with which we must cope is democratization. In American secondary and higher education the impact of democratization has been with us for nearly 80 years. As I discovered in my visits to German schools last year and in discussions with European educators, the democratization force is beginning to cause severe problems in Europe as well. (European educational systems are beginning to move from their traditional social-class tracking systems to the democratized comprehensive school on the American pattern. Sweden has already made the move; Germany and England are in the process.) By "democratization" I refer to a belief in universal educability; that is, to the belief that everyone has the right to an academic education regardless of intelligence, socio-economic background, vocational aspirations, or motivational drives. One interpretation of this principle includes the demand that the student must succeed in whatever he does. (The title of a recent book by Glasser, Schools Without Failure, is indicative of this trend. Several years ago there was even an article in the Modern Language Journal entitled "French for the Feeble Minded".)

The third major force could be summarized by two words: "time" and "money". In administrative circles "cost accountability" is the key term today. Pressure is coming from federal, state, and local governing bodies to the effect that schools should be more "accountable" in terms of the per-pupil cost for each hour of instruction in each subject area. As an illustration of the cost accountability force at work we can take the accelerating decline in Latin enrollments in the high school curriculum. The per-pupil cost of Latin is high because of small classes and because Latin teachers, being older on the average, are higher on the salary schedule. As enrollments continue to decline, class size diminishes, and, as a result, the cost per hour per Latin student finally reaches the point where the cost accountability force takes over and someone with a bookkeeper's mentality says, "Let's invest in something else".

To summarize the point, the basic curricular realities are (1) instructional costs per pupil, (2) democratization, and (3) the integrity of the

discipline. Using these categories as a backdrop, let me now raise a few pertinent questions about the feasibility and effectiveness of individualized instruction. The first question is, "What happens to student achievement in individualized foreign language programs?" That is, can the integrity of the discipline be maintained. With regard to programmed instruction or other tightly-structured individualized programs, the evidence is quite consistent: Student achievement tends to be at or below the achievement levels of conventional classroom instruction. In the case of programmed instruction, student achievement, student attitudes, and student dropout rates tend to be strongly on the negative side. As one example of this, a rather carefully planned French experiment was conducted in Minneapolis a few years ago in which a group of students taught by A-LM were compared with a matching group taught by means of programmed instruction. The same teacher was in charge of both groups, the same laboratory and classroom were used, and the groups were comparable in intelligence and socio-economic status. However, at the end of the two years, the achievement of the experimental group was significantly lower than that of the audio-lingual group as measured by standardized tests of the various language skills. Perhaps it is this kind of result that has led Albert Valdman of Indiana University--a pioneer in programmed foreign language courses--to abandon programmed instruction in favor of what he calls "guided learning". This refers to an approach which allows more student choices with regard to learning style and social interaction. The experimental program in West Bend, Wisconsin, would fit into this category. Students in the West Bend program achieved at about the same level as students in non-individualized programs. However, student attitudes toward the program were quite favorable and the dropout rate was considerably lower in the second and third years of the program.

However, there is a persistent problem with all of these behaviorally-oriented individualized program in that they tend to inhibit spontaneous oral use of the foreign language. Despite all efforts to the contrary, the fulfilling of behavioral objectives in foreign language instruction tends to perpetuate what Howard Nostrand has called "the age of planned parrothood". This remark was directed toward the dogmas of the audio-lingual movement, but it is also applicable to many of the structured individualized programs. Both approaches tend to emphasize the elicitation of specific student responses based upon specific stimuli. The limitations of this approach become highly visible whenever we ask students to depart from the prelearned material and ask them to come up with an original, spontaneous thought.

The same sort of result is often produced by "unipac" or "contract" programs which are almost totally oriented toward producing convergent thinking, i.e., arriving at the one right answer. This is virtually mandated by the unipac format which calls upon the student to correct his own work. This self-correction device tends to discourage divergent thinking. The student must come up with the response that was programmed into the answer sheet. Individualized programs also tend to discourage free response oral work. This is because genuine conversation requires the production of a constant stream of novel utterances in response to unanticipated situations. Yet, it is precisely this kind of practice which is totally avoided in many of the individualized programs. Worse

yet, the student is often stuck off by himself in the semi-isolation of a learning cubicle to follow instructions on a worksheet and, perhaps, to listen to a tape or phonograph record from time to time. If this kind of isolated task-completion becomes the main activity of the individualized program, the student has much in common with the dehumanized worker in a 19th century sweatshop doing piecework for minimal rewards.

Now let me add hastily that I'm not opposed to a certain amount of individual drill work nor am I opposed to students using tape recorders, phonograph records, or learning carrels. However, such activities are clearly absurd if they are not merely instrumental to the more important task of helping the student to relate to his fellow human beings in a social situation. Incidentally, in this regard, there is recent evidence to indicate that the regular audio-lingual or traditional classroom is also quite deficient. An interaction analysis of 54 Midwestern foreign language classrooms indicated that students have almost no opportunity to produce a spontaneous utterance in the third-year language class. The findings of this study suggest that the third-year foreign language student has about one hour of practice a year in using the foreign language spontaneously.

Of course, this doesn't have to happen. As a matter of fact, unipacs and student contracts <u>can</u> be written to allow for social interaction. You <u>can</u> require that a small group of students get together to discuss what each student has presented on a given topic. In fact, one of our Wisconsin schools does all of its third and fourth year French instruction in this manner. Each four weeks students choose topics in which they are interested. (For example, TEENAGERS IN FRANCE TODAY: Research on the customs and interests of the French teenager.) Toward the end of the four-week period, each student presents something in French on his area of interest and tries to get a discussion going in the small group situation. The teacher retires into the woodwork as much as possible during this time, serving mainly as an evaluator and stimulator.

The advantage to this approach is that it provides for the open-endedness that genuine language learning requires. But it also has severe limitations.

1. It doesn't work very well until the third or fourth year;

2. You need a vast library of appropriate books, magazines, and other materials;

3. You need proper physical facilities where small-group work can be carried on conveniently; and

4. You need administrative sanction to allow free movement of students about the building and to permit loosely-structured projects to replace the typical, prescribed lesson plans.

Intuitively, I accept this open-ended approach as the way to go. However, in all honesty, I must admit that as far as student achievement is concerned, we have little evidence to support this freer approach to instruction evey though courses of this type have been tried on and off for more than 40 years. The little evidence we do have indicates that student achievement is lower in foreign languages and higher in all other

academic subjects when you attempt an interest-centered approach. At least, that is the conclusion which seems to emerge.

The famous Eight-Year Study--which compared 2,500 students from progressive schools with a matched group of 2,500 from traditional college prep schools--showed that students in the more permissive non-college-bound programs actually did better in academic subjects in their four years of college. The one exception was foreign languages. That is, the average grades of the 2,500 college students who were specifically prepared for college were lower in all academic disciplines except foreign languages. The significance of these findings (which tend to support a more permissive, progressive type of schooling) somehow got lost, perhaps in the confusion of World War II (the report came out in the early 1940's). However, to the foreign language community, the message is as clear as it is ominous--if the trend in education is toward permissiveness, we had better find ways to make foreign language learning possible in a permissive school atmosphere. Thus, to summarize the picture with regard to student achievement, it would appear that foreign language experimenters have yet to find an approach which shows very dramatic results even with the best of the various individualized plans. Overall, individualization appears to be no more effective than conventional lockstep instruction insofar as student achievement is concerned.

Let me now return to the question of cost accountability and ask "Is individualized foreign language instruction cheaper?" Here the evidence is clear; almost every individualized approach is more, not less, expensive. The last figures I saw, for example, on computer-assisted instruction indicated that costs were $4 per pupil per hour. To this I can only say that, if someone will give me $120 an hour for teaching 30 students (or even half that), I will find a way to get amazing results. In comparison to computer-assisted instruction, programmed textbooks are inexpensive even with tapes added in. However, they still cost a great deal more than the conventional textbook--simply because the minimal-step format tends to require four or five bound volumes of material to cover the same number of items which would normally be presented in a single language textbook. Thus, the programmed materials tend to cost between $30 and $50 per student and, what is worse, they are often not reusable after the first year. Equipment requirements are also heavier; every student needs some kind of playback device if audio-lingual skills are to be taught. That's not the end of it. Programmed learning and other versions of self-pacing demand frequent checking of student progress--as I mentioned before--to insure that student learning is not going astray. However, self-pacing very rapidly leads to a situation in which no two students are at the same point in the program at the same time. As a result, group testing soon becomes impossible. This means, for example, that a test that was formerly administered once to 30 students is now administered 30 different times to each individual student. This in turn requires a highly complex set of testing and recording procedures. All of this requires more staff, which in turn requires more money. In fact, in my opinion, it is unwise to attempt a non-graded program unless pupil-to-staff ratios can be reduced to ten-to-one. Even when it is possible to establish this ratio (e.g. using native aides, paraprofessionals, and teaching interns), staffing costs are higher. Thus, in summary, it can

be said that individualized instruction, at its best, produces the same average student achievement but at a higher cost than conventional instruction.

My third category was democratization. "Does individualized instruction make a difference here?" The evidence on this question is extremely limited, but it favors individualization. For example, in the West Bend study we found that students of all I.Q. levels were able to achieve under conditions of individualized instruction. In fact, there was a very low correlation between I.Q. scores and the various measures of achievement. One student who scored in the upper quartile on standardized achievement tests and who completed the equivalent of three years of Spanish in two years had only a 97 I.Q. Moreover, the continuation rate into the third year courses almost doubled. (It went from 38% to 62%.) Much of this can be attributed to the fact that students were competing only against themselves in the meeting of absolute performance standards. Thus, slow students were not intimidated by fast ones. The student could choose any pace within reason and could go about things in his own way to a considerable extent. However, he had to prove a high degree of mastery of each step in the learning sequence by demonstrating actual performance on a one-to-one basis with the teacher, a native aide, or a teacher intern. Thus, the fear of failure was eliminated--as was the humiliation of low grades. In fact, there is some evidence that nearly all students can perform at the A or B level when they are allowed to take as much time as necessary to learn the material.

So, perhaps the best argument for individualization lies in its potential for making language learning accessible to students of all backgrounds and ability levels. It cannot be sold on grounds that it is cheaper or that it produces higher achievement. However, democratization would seem to be a worthwhile end in itself. Who can argue with a situation where everybody succeeds? Where everyone does as much as he can, does it well, and has some time left over to use what he has learned to pursue his own interests?

For a moment let's imagine that the other blocks to individualization can be overcome. That is, let's pretend that we have eliminated competitive curve-grading, class ranking, state exams, and all the other traditions, administrative practices, and conditions which militate against individualized programs, however you define them. And, let's say that we can set up a completely student-centered program in which the student progresses at his own rate, in his own way, and with material that pleases him. Do I then have any reservations? The answer is, yes, I do if the human element is compromised. I guess what troubles me most about the utopian individualization schemes is what they do to the role of the teacher. Historically these schemes have tended to make the teacher a "learning clerk" who works in an "academic supermarket". The foreign language curricular products are all there on the shelves, having been prepared, supposedly, to anticipate every language learning problem down to the last phoneme and subjunctive verb ending. The teacher as clerk-evaluator--the euphemism is "learning facilitator"--is charged with the responsibility of matching the student with the appropriate learning package and with administering tests to determine if the package was used correctly. If the answer is <u>yes</u>, he gives the student a new package to

work with; if no, he gives him a remedial one. All the while the materials are doing the teaching; the teacher has little time for anything but diagnosing problems, administering tests, and recording results.

As an alternative it is possible, of course, to omit the testing by allowing the student to judge mastery of material for himself. However, as I mentioned earlier, when this procedure is used, neither the student nor the teacher can be sure of the quality of what is being learned. Thus, the integrity of the discipline is almost certain to suffer.

Another alternative is to eliminate potential low achievers from foreign languages. But this runs contrary to the democratization force which I mentioned earlier, and it is basically illogical. It says, in effect, that because a student is weak in verbal skills, we will exclude him from verbal-type subject matter. Or, in other words, it is to say that because a student is educationally deprived, we will therefore deprive him of further education. (In any case, foreign languages have a dubious future if they restrict enrollments largely to bright, college-bound students. That is the road to oblivion.)

A third alternative--the only acceptable one to me--is to reduce the pupil-teacher ratio to the point where the teacher can rise above the clerk-evaluator role and can interact as a live human being with small, cohesive, social groups and with individuals. But this costs more money, even when low-cost aides and interns are used. So, the cost-accountability force comes into play, and most local schools won't pay the difference. (The federal government could, but its financial priorities are elsewhere.)

I have one final point which I will make in the form of a question: Has it never occurred to the planners of individualized instruction that the teacher, too, is an individual? In fact, because teachers have lived longer and have had a wider range of experiences, it would seem logical to assume that more--not less--diversity exists between individual teachers than between individual students. What process of logic, then, leads to the conclusion that, while students need a wide range of options to fit diverse personality types, teachers on the other hand can be uniformly placed in some stereotyped role with the blank designation of "learning facilitator". I reject that concept from the standpoint of the parent, the student, and the teacher. I want my children to be confronted by a variety of unique human types, not by a series of carbon-copy "facilitators" who conform to a single organizational pattern. As a student, I want a teacher who is flexible, perceptive, sensitive, autonomous, and above all, stimulating. I don't see how he can be all those things if he is stuck with a bunch of behavioral objectives and with someone else's pre-planned curriculum for reaching those objectives.

In the final analysis, individualization in humanistic subjects must begin and end with the human, pupil-teacher relationship. It is an illusion to think that individualization can be based chiefly on textbooks, programmed materials, unipacs, or behavioral objectives. This is because, in the modern world, such things tend to be half out of date between the time they are conceived and the time they are implemented in the classroom. Administrative gimmicks, elaborate equipment, varied materials, flexible schedules, and reduced class loads can help. But even with all

of these you can still have students being teated like "output" products on a uniform, educational assembly-line. In reality, the key to individualization lies in the mind, the emotions, and the attitudes of the classroom teacher. Given an adequate budget, paraprofessional help, acceptable working conditions, some released time, and the freedom to follow his (or her) own creative instincts the regular foreign language classroom teacher is capable of developing a program which best fits the constantly-changing learning characteristics of individual students in each unique local school situation. This approach, which involves giving freedom, responsibility, and financial wherewithal to the classroom teacher, is not only the best way to individualize instruction--in my opinion, it is the only way. It is the only way, that is, until the myths of individualized instruction are supported with the realities of educational dollars. Lacking proper budgets, individualization can take place only by placing excessive demands on the physical stamina and emotional stability of the classroom teacher. And that is too high a price to pay for a myth.

A COMPARATIVE STUDY ON THE ROLE OF THE FOREIGN LANGUAGE AND SCIENCE SUPERVISORS

Anthony Papalia and Rodney L. Doran, State University of New York at Buffalo

Since 1958 the supervision of instruction in foreign languages and science has involved specialized personnel. This has been a result of several factors--including increased enrollments, subject matter specialization, and the need for field specialists to seek improvement of curriculum and instruction.

This survey was designed to determine the academic background, extra salary, released time, duties, and responsibilities of the foreign language and science supervisors employed by the public secondary schools in Western New York and to identify the role they play in the improvement of instruction.

The population surveyed in this study included all foreign language and science supervisory personnel in the eight counties designated as Western New York (Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Livingston, Monroe, Niagara, Orleans, Wyoming). Questionnaires were sent to the 107 departments of foreign languages and of science.

More than seventy percent of the questionnaires were returned. Because not all respondents answered all items, small variations will occur in the total numbers reported in the sections of this report. The results will be discussed in four parts: Status of the Position, Academic Background, Duties, and Responsibilities.

Status of the Position

The most prevalent title listed by the foreign language and science respondents was Department Chairman, with Department Head and Coordinator next in frequency; few were entitled Supervisor or Director. Table 1 presents the percentage of the foreign language and science supervisors and their corresponding titles.

TABLE 1

Percentage of Respondents with Respective Titles

Titles	Languages %	Science %
Department Chairman	50	45
Department Head	30	22
Coordinator	4	16
Supervisor	4	4
Director	2	4
Other--(Teacher, Resource Teacher, Teacher Consultant)	10	9

When the respondents were asked whether they were considered teachers or administrators, quite similar results were obtained for the science and foreign language groups.

TABLE 2

Percentage of Positions Considered Administrative or Teaching

Position	Languages %	Science %
Teaching	90	83
Administrative	10	17

The scope of the positions always included supervision of the senior high and a large number also included the junior high school for both the foreign language and science groups. In addition, a small number of the respondents indicated that they had responsibility for the elementary school program.

TABLE 3

Levels of Responsibilities of the Positions

Level	Languages %	Science %
Senior High	100	100
Junior High	85	78
Elementary	10	20

Student enrollments (grades 7-12) of the schools represented in this survey ranged from 200 to 28,000 with the median being 1,200 students. While the number of teachers in these schools ranged from one to 200, the majority of the science respondents worked with between 1 and 15 teachers; the median was 9 teachers. In foreign languages, a certain correlation existed between the school enrollment and the type of leadership. This is shown in Table 4.

TABLE 4

Correlation Between Enrollment and Type of Leadership

Secondary School Enrollment	No. of Language Teachers	Languages Offered	Departmental Leader
up to 1,200	1-4	Spanish French	Teacher Consultant or Resource Teacher
1,200 - 4,000	5-14	Spanish French German	Dept. Head or Chairman
4,000 - 7,000	15-20	Spanish French German	Coordinator
7,000 - 10,000	21-30	Spanish French German Others	Supervisor
10,000 and up	30 and up	Spanish French German Others	Director

The Teacher Consultant or Resource Teacher was an experienced teacher in a small school district who was responsible for some administrative aspects of the department without receiving any remuneration or released time. The Department Head or Chairman held the position of leadership in the foreign language department with 5 to 14 teachers. If the department consisted of 15 to 20 teachers, the foreign language leader of the school district was a Coordinator. The Supervisor or Director was the leader of the foreign language program if there were more than 20 FL teachers. They did not teach and were responsible for classroom supervision, in-service training, curriculum development, and budgeting.

In science, the titles Supervisor, Director, and Consultant were used by large and small school systems. Most of the science respondents with these three titles had responsibility for the elementary school science program in addition to the junior and senior high school. Moreover, it seemed that the above-mentioned titles of the science respondents did not correlate with the number of teachers in the area.

All respondents had accomplished a considerable amount of graduate work beyond their degree, and 4% of the foreign language leaders in secondary schools had a doctorate degree. Table 5 presents detailed information about the academic background of the leaders.

TABLE 5

Academic Degrees and Number of Additional Credits

	Foreign Languages		Science	
Degree	Percentage with Degree	Additional Credits	Percentage with Degree	Additional Credits
Doctorate	4	6	0	0
Masters	62	24	82	39
Bachelors	34	38	18	45

The respondents were experienced both in their present position and in the teaching profession. The average number of years in the present position for the science respondent was nine, eight for the foreign language respondents. Average years in teaching was respectively 16 and 14.

Duties of Position

When asked to estimate the percentage of their time spent in the following areas on a yearly basis, the results described in Table 6 were obtained when averaged for all respondents.

TABLE 6

Estimated Percentage of Time Used in Assigned Responsibilities

	Languages	Science
Classroom Teaching	81%	69%
Curriculum Development	5%	9%
Assisting New Teachers	3%	7%
Classroom Supervision	4%	6%
Budgeting	3%	4%
Inservice Training	1%	2%
Other	4%	3%

The "other" category included such activities as meetings, material evaluation, scheduling, staffing, facility planning, class advising, and other administrative duties.

The remuneration received by the science supervisors for their non-teaching duties was reported by 58 respondents. Of these, 34% indicated that they received no extra pay for their supervisory activities. The average extra remuneration for the other 66% of the respondents was $500, with salary additions ranging from $50 to $2,100. Five people indicated their extra remuneration as a given percentage of their regular salary (5%, 6%, 7%, 7%, 17%).

Released time in which to accomplish their non-teaching duties ranged from no time to full time. Forty-six percent indicated they had no extra time in which to accomplish their non-teaching duties, while three reported that they were full-time supervisors. The average number of hours of released time for all the respondents was about one hour per day.

The average remuneration received by the foreign language Department Chairman or Department Head was $430 in addition to the regular teaching salary. These language leaders were provided with 80 minutes of released time per day to carry out their responsibilities. Three people indicated their extra remuneration to be respectively 5%, 6%, and 7% of their basic teaching salary.

Responsibility of Position

The specific activities, as shown in Table 7, of the foreign language and science leaders clarifies the duties and responsibilities of the respondents.

TABLE 7

Responsibilities of the Position

	Foreign Languages Percentage		Science Percentage	
	Yes	No	Yes	No
Participation in selection of teachers	64	36	53	47
Participation in teacher assignments	67	33	57	43
Participation in evaluation of teachers	64	36	54	46
Recommendation for teacher tenure	65	35	57	43
Helping teachers in improving instruction	70	30	72	28
Preparation of Departmental Budget	84	16	79	21
Preparation of Departmental Inventory	93	7	78	22

The preceding sections could be used to form a description of the foreign language and science leaders in Western New York. The "average" Western New York language and science leader is considered to be a teacher, rather than an administrator, and was entitled Department Chairman with responsibilities for programs at the junior and senior high schools. The average leader had completed about 30 hours of academic work beyond his Master's degree and had been in his present position for eight years and in teaching for 15 years. About seventy percent of the supervisor's time was spent in classroom teaching with the remaining time spent in a number of supervisory activities such as budgeting, selecting, assigning, assisting, evaluating new teachers, supervising classroom instruction, and articulating programs.

Moreover, the survey showed a variety of actual practices regarding the duties, responsibilities, remuneration, and released time of the respondent. Though it is fully recognized that the local needs of school districts vary, it is nevertheless imperative that certain guidelines be established to serve as minimum standards. The requisite qualification, the nature of the job, the scope of responsibilities, the time required for the performance--all are factors which should be considered for compensation and released time.

The survey tended to imply that the department heads and chairmen are primarily classroom teachers and only secondarily "supervisors." Most of the respondents did not have enough released time to carry out their "supervisory" duties and felt that more time should be devoted to assisting new teachers, developing in-service training, supervising classroom teaching, and articulating the curriculum. They wanted to be consulted in the important matters of staff selection, teacher assignment, teacher evaluation, and tenure recommendation. It seems that the majority of the foreign language and science leaders in Western New York are interested not only in facilitating the administrative and clerical routines of the position but also in promoting better articulation, developing new curricula, and helping new teachers.

THE MINI-COURSE

Charles Blake, New Rochelle High School

There still seems to be some magic in the word "mini." It somehow symbolizes youth and freedom and change. The term "mini-course" is no exception. It is one of the profession's attempts in a small way "to get with it" and "to be a part of the action."

As with its prototype, the skirt, a chief feature of the mini-course is its reduced length. The change from the long traditional time-package adds zest to the program. Mini-courses have been presented time-wise in a variety of ways. In our program at New Rochelle High School, we suspended regular classes on Wednesdays for a period of about fifteen weeks and devoted the day to our mini-course program. In some schools, the program has continued daily for a week. The mini-course week may come between quarters or between terms. Some have met for ten weeks or a quarter and have then been followed by another series. Other programs of varying lengths have been integrated into the regular school program. The classes have been held during lunch periods or during regular study periods. The somewhat more glamorous block of time known as the "independent study period" has been used for mini-courses, too. Actual classes may be scheduled for the regular length of time, or the periods may be lengthened. Our program was set up with five periods of one hour each. Modular scheduling has been used in an effort to provide more flexibility. It has also served as a means to tailor the allotted time to the needs of a particular activity or class.

The element of time distribution is a basic feature of the mini-course. However, there are other features of equal importance. It permits us to develop organizational and curricular plans to meet the demands of today's students. Paradoxically though, while so doing, the traditional core of a school's program may be left more or less unchanged. Thus, programs permit experimentation which <u>can</u> prepare for more fundamental change. New ideas may be developed, and attitudes toward change may be modified. Both teacher and student have a chance to adapt to new approaches and modes of teaching and learning. For instance, our program included large groups for lectures and films. Small groups could have been formed for follow-up discussions. A number of the classes, sometimes by design and sometimes not, constituted small group instruction. Provision was made for independent study. Even where it was unsuccessful, we were able to learn from this. Successful classes were a gratifying experience to teachers; they showed how different a class may be when the student feels a responsibility for what he is learning. In itself the mini-course can be a compromise that keeps the tried and true while it tries out something new.

The popularity of mini-course programs may have its causes in our current youth culture. Today's students are asking for an active part in the planning and direction of their education. They are seeking freedom from requirements and restraints that seem illogical and unnecessary. They are demanding that their education be relevant to their lives. Mini-course programs usually meet these demands, at least in part.

Students participate in a variety of ways in the administration of the program. They take part in the preliminary planning, and they can continue

to take part as the program develops. They suggest courses and select instructors for some of them. Some courses are taught by students. They are involved in the evaluation of the program. This may improve the program while it is in progress, and it may serve as a step for planning the next mini-course series.

Most mini-course programs involve a large measure of voluntary participation. In general, the student selects the courses he wants. He thus has an opportunity to study something he is interested in and wants to study. Hopefully, responsibility, motivation, pleasure, and learning are inherent in such a situation. In our program at the outset, the logistics of registration caused some serious problems. The sophomores, who registered last, found many high-interest classes filled. Then, poor class attendance was the cause of some of our most serious criticism on the part of faculty, community, and even the student body.

Grades are usually not given for mini-courses. Consequently, tests are practically banned. Some programs do have a pass/fail grading system. Assignments are given in some classes as a preparation for the following session. Credit is usually not given. However, in some programs, a notation is made in the student's folder to attest to his participation. Not only is "mini-credit" given this way, but, voluntary participation being what it is, this may be a way to encourage it.

The range of mini-course subjects is very broad. They tend to reflect the students' current interests and concerns. They may also represent some of the "anti-hard-discipline feeling" that has been prevalent. Courses in social problems, contemporary culture, community service, and practical arts are in the majority. Our program had such courses as Women's Lib, Politics Like It Is, Current Philosophies of Revolution, Black Literature, Computer Programming, Auto Repair, Cosmetology, Machine Shop, Art, Swimming, and Yoga. At one point we attempted, without too much success, to discourage students from overweighting their program with one type of course.

The Foreign Language Department had some serious misgivings about a program that would reduce regular class time by twenty percent. The department, nevertheless, endeavored to present a series of offerings that would be attractive. As a kind of necessary compromise, supplementary-help classes through the third level were also offered. Relatively few students chose to pursue their language studies. However, from our point of view there were many positive aspects. For instance, several supplementary-help classes, going far beyond the remedial, succeeded in stirring a real interest in a language and its culture. We were able to institute a Latin AP class with three students. Instruction in Hebrew and Yiddish was given. The Hebrew class was taught by a student, with a regular teacher as the teacher aide. More than fifty students started a class in Classical Greek. We are not calling it a mini-course now, but have managed to continue a Greek class of six students who do a great deal of work on their own and meet with the teacher once a week.

Several conversational courses in French and Spanish were offered in response to popular demand. At the advanced level, mini-conversation courses should be a regular part of a curriculum. They would be a way of keeping some students beyond the third or fourth year who would otherwise lose active contact with a foreign language.

A mini-course in Italian attracted a group of business students who would not ordinarily have studied a language. One of our best attended classes was a special session of our English as a Second Language class. Also, our language lab was open and available throughout the day for those students who wanted to use it.

Up to this point, I have considered the mini-course mainly as a grafted addition to a regular curriculum. The length of the mini has had little to do intrinsically with the course itself. If we are going to continue to use the mini-course, and I believe we should because of its potential, the goals of a course should be a prime factor in determining its length. A mini-course might be developed around a particular problem, skill, or topic. The number of sessions would depend on the number needed. Mini-courses would take on some of the characteristics of performance contracts and programmed learning. They would have rather specific, planned goals attainable for the most part within a delimited number of sessions. Furthermore, a mini-course program need not involve a whole school. It can be used selectively to meet the needs of a particular subject, department, or grade. At the senior class level, for instance, this might be a way, together with work or community service, to develop meaningful, challenging programs for students who would otherwise waste time in the "senior slump."

We expect to have a mini-course program in operation again this year. A majority of our teachers, more than once last year, voted in favor of the program. Many, however, wanted certain fundamental changes that would improve scheduling and attendance. These two items go to the heart of the matter both practically and philosophically. Whereas some teachers would want to give the student absolute freedom to attend or not, others would insist that if the student did not have a sense of responsibility, the administration should see to it that he participated. The community would undoubtedly also feel this way.

The community has a vital role to play in such a program. A number of community members participated in our program. Mini-courses provide a vehicle for bringing them into the school as aides, consultants, or teachers. They may also serve as a means of communication and interpretation. Every innovative program needs this if it is to have necessary community support.

Teacher involvement presented some problems. Not all teachers were actively involved in giving courses. Extra-help, conferences, and individual study projects were possible substitutes for courses in some cases. There is another problem that may be more or less serious from the teacher's point of view. The mini-program adds to her burden. Not only must she try to compensate, in a plan such as ours, for time lost to her regular courses, but she must plan for an additional class, possibly in an area with which she is less familiar. Wherever possible some provision should be made for additional planning time.

Trends such as the mini-course represent the profession's efforts to change or adapt to change. No one knows how long the mini-course will be attractive to students and faculties. It may prove to have been just a scheduling device that met passing moods and demands. I believe, though, that because of its versatility, it will become another accepted way for a school system to develop a flexible program of education to meet the needs of the teacher and the learner.

INVOLVING PARENTS AND COMMUNITY

Rosana Kelly, Lockerby Composite School

When I received an invitation to speak to you on the involvement of parents and community, I wondered if there were anything new or unique that you had not already experienced in your communities concerning foreign languages. However, I shall try to share with you some of the activities with which I have been associated in the community where I teach.

First, let me give you a few details about my school district. Two boards of education administer over 100 elementary schools and 20 secondary schools within a radius of 50 miles of Sudbury, which is 250 miles north of Toronto. About 1/3 of the more than 100,000 inhabitants are French speaking. Among the others, over 40 languages are represented. At both the elementary and secondary levels, French is the language of instruction in some of the schools, while, in most, it is English. Oral French is obligatory for English-speaking pupils in grades 5 to 8, 20 minutes per day. No other second language is offered in our elementary schools. A third language--German, Italian, or Spanish--is offered in our secondary schools--only one in each school and not before grade 10. These languages, as well as French, are studied for about 40 minutes each day by those students who elect to take them.

The oral French program in our elementary schools is in its infancy, but, nevertheless, great progress has been made. Administrators, teachers, and parents have been invited into the classrooms to observe and to participate in the spectacular work being done. Among the various activities, such as French days, which have been in progress in order to reach as many people as possible, I would like to mention one in particular which was tried last Spring as a pilot project. An exchange weekend was organized through the cooperation of parents, teachers, and pupils. Within our school district, there are some French-speaking villages. We felt that it would be a very worthwhile experience if English-speaking city pupils could spend some time with their French-speaking counterparts in rural areas and vice versa. Last April, the best pupils of a grade 6 class were chosen for this exchange visit with pupils in Noelville, 50 miles from Sudbury. These youngsters had had only two years of Oral French, 20 minute a day. When they returned to their school after the weekend with their new French-Canadian friends, they wrote this letter to the Superintendent of Curriculum:

"Dear Mr. Higgins,

The following is a report of our weekend in Noelville, April 16-18.

A week before we went to Noelville we practiced our conversation until we could say "je ne comprends pas" at least. We did not know what to expect.

On Friday evening we drove to Noelville and, one-by-one, Mr. Mayer took us into our weekend homes. We were very nervous. One of us even stayed on a farm. That evening we became acquainted.

On Saturday the girls went to an Achievement Day and the 4-H girls gave us a silver spoon. This was a new experience for us. We spoke as much French as we could. The people were very friendly and helpful. We think they were pleased that we were trying to learn their language. The boys went on a bus to Sturgeon Falls to play hockey for the day.

On Sunday morning some of went to church with our families. After dinner we went to a sugar bush party.

We learned many new expressions, but we were just feeling at ease when it was time to come home. This visit was too short. Our friends are coming to visit us on May 7. We have enclosed a copy of what we have planned so far.

Here are some advantages of a trip like ours:

1. It is another, more intensive way of learning French.
2. We were able to see new customs first-hand, and overcome any prejudices we may have had.
3. We made new friends.
4. We learned how to associate with others.
5. We had many new experiences, such as the sugar bush, hiking, jumping in the hay loft, and milking the cows.

We would certainly recommend this kind of trip as a real learning experience."

With their teachers and parents, they planned a full weekend of activities for their new friends. This return visit took place last May. Since these exchange visits, I have learned that some of the parents of these pupils have also exchanged visits.

Our secondary schools have also been active. Through the Canadian Council of Christians and Jews, exchange visits during the Summer have been arranged between many of our students and students from Quebec. We have been pleased with the results of these exchange visits, since not only the students but also their parents grow in maturity, appreciation, and understanding of another's culture. We have had reports of continued exchange visits between families.

No doubt you have organizations which provide economical students' overseas trips. In Ontario, Ship's School Association is one of these groups. In June 1970, I received information concerning their proposed trip to Rome for the March Winter Break of 1971. This information was sent home to parents of students of Lockerby Composite School. We were most gratified with the response. Initially only 75 seats had been reserved, but we had to increase this to over 100. The trip was restricted to students from grades 10 to 13. A representative from Ship's School travelled to Sudbury to meet with the participants, the parents, and the group leaders. Seven teacher-supervisors, including the principal, accompanied the group of 103 students to Rome. This trip lent itself to interdisciplinary teaching during the school year, and staff members of many disciplines remarked on the interest of students in anything related to Italy. From all reports the trip was highly successful. It has also opened doors for many capable students who were not formerly interested in studying another language.

While we were in the process of organizing the trip to Italy, I wrote a letter to the Club Montessori in which I outlined the trip. As a result, this group of interested business and professional men undertook to sponsor the Club Montessori World Travel Scholarships for 1971 for 40 lucky students from Sudbury and district high schools. Each scholarship was worth $1000 including pocket money. The students, two (a boy and a girl) from each of the 20 secondary schools, were chosen by both their fellow students and their teachers. Nominations were made by the Students' Council of each school, and the final selection was made by a committee composed of the principal, department heads, and the guidance teachers who used leadership, citizenship, and scholarship as the basis for selection. The Club Montessori contacted Ship's School Association to organize two six-week trips. Eighteen students travelled to London, Brussels, Paris, Moscow, Leningrad, Berlin, and Amsterdam. The itinerary of the remaining 22 included London, Amsterdam, Paris, Sorrento, Rome, Florence, Venice, and Lake Geneva.

To finance these trips, the Club Montessori held a monster draw worth $52,000. One thousand tickets were printed; each ticket was worth $100. The members of the Club were asked to sell a book of ten tickets within a week. Within five days all tickets were sold. Each ticket holder was eligible to win $1000 when the Club Montessori held a weekly draw on the local TV station. Thus, a ticket holder had 52 chances to win a prize. Several members of the Club mentioned that the response from the community was beyond their expectations concerning the sale of tickets for this worthwhile project.

The students departed from Canada on July 13. Before leaving, the Club Montessori held a buffet dinner for the young travellers and informed them that more prize money was available on their return. These students had an opportunity to win prizes totalling $350 for an account of their trip--in whatever medium they chose.

During the Winter Break in 1972, all secondary schools in Sudbury and district plan to take groups of students to London, Paris, and Spain. The Board of Education, the parents, the community are most interested in these overseas trips which we as teachers have undertaken for our students. Many of our students have been able to find part-time jobs merely by stating that they wish to earn the amount required for an overseas trip.

My colleagues and I are convinced that through worthwhile projects we have been able to reach and involve the community and parents. So many breakfast cereals are bought by parents because of the great promotional advertising through children. Why don't we take our cue from this experience and reach them through the children whom we teach?

THE SUPERVISOR AS A CATALYST FOR CHANGE

Remunda Cadoux

Which change?

To those of us who received our Supervisory License before the Great American Cultural Revolution of the mid-sixties, the question is no longer "to change or not to change," but which change should come first in the order of changes!

Previous to this turbulent era in education, the supervisor supposedly based his efforts to change on research, on experience, or on other empirical evidence. He was taught to consult his staff and obtain their consent--and if possible their enthusiastic support--to change. If the consent was not forthcoming, he judiciously arranged experiences to guide the thinking of his staff along the lines of the desired change. He prepared them for agreement by an indirect educative process. Decision-making by consensus was the order of the day. But it was the supervisor who most often made the original decision and then, after consensus was obtained, put the desired change into execution.

It seems that the staff, the teachers' union, or the local board often makes the decision now and obtains the obedience of the supervisor. Like Alice in Wonderland, the supervisor all too often lives in an upside-down world, wondering whether he is a supervisor at all! Education today has become everybody's bag. Everybody knows more about what to teach, how to teach it, and to whom to teach it to than the supervisor. The first change, at least in these cases, is the status of the supervisor himself, who, instead of being a catalyst for change, has already been digested by the new order.

It is not the purpose of this paper, however, to decry this state of things wherever it may exist, but to make an attempt, however feeble, to expound the principles, conditions, and procedures in which the supervisor, in spite of his new, lowly state, may be a catalyst for change. Unlike Alice in Wonderland, we need not be victims of an upside-down world. We are men and, as such, have the power to control out thoughts. As men, we are endowed with reason.

What is a catalyst? According to the Random House Dictionary of the English Language, the definition of catalyst is as follows: "In chemistry: No. 1--The causing or accelerating of a chemical change by the addition of a substance which is not permanently affected by the reaction. No. 2--That which causes activity between two or more persons or forces without itself being affected. No. 3--A person whose talk, enthusiasm, or energy causes others to be more friendly, enthusiastic, energetic."

In our search for principles on which to base our reasoning, we can first establish the fact that the catalyst is not permanently affected by the reaction. If at times he is at the mercy of forces beyond his control and is forced to cause or accelerate actions with which he does not agree, the supervisor must not be permanently affected by them! If at times he must "agree with his enemy whilst he is in the way with him," the

supervisor must never abandon his basic principles of truth, of integrity in the education process. He must point out, guide, effect to the best of his ability, and hold fast to his principles. He must know that "This, too, will pass away." Like the names Brumaire and Thermidor, they will fade into nothingness, for naught endures which is not based on truth.

The informal definition of the catalyst as that of "a person whose talk, enthusiasm, or energy causes others to be more friendly, enthusiastic, or energetic" calls forth the questions "how?," "on what basis?"--in ways based on valid research, valid experience, and valid objectives; in ways based on a combination of caution and courage; and in ways based on service to all the children.

Which brings us to the subject of this paper and to the crucial question: "which change?" At the present moment, the supervisor must be more than ever aware of the changes in objectives of his students in the foreign language course and of the motivations they now have, which, taken together, can alone guarantee true learning. The supervisor must be more than ever knowledgeable about new materials and new procedures that answer the requirements of these new objectives and new motivations. He must be more than ever open to experimentation with new materials and new procedures. But, he must also be aware that an experiment is an experiment, and that one swallow doesn't make a summer.

While students no longer accept the standards and objectives set by "authority," the supervisor must not, in turn, accept without question the procedures of the less experienced, whether they be staff, local board, or parents. As a catalyst who is "friendly, enthusiastic, and energetic," he must be friendly to all, energetic at all times, and enthusiastic about anything which can educate in any way the youngsters and teachers in his care.

Just as "many are called, but few are chosen," so the few who are chosen as supervisors must accept the responsibilities for the many, that of maintaining their integrity in promoting learning through truth, through love, and through principle. From the casual "good morning" at the beginning of the day, through department meetings, informal and formal observations, interviews and conferences during the day, to the tired "good-byes" at four and four-thirty, and through evenings interrupted by disparate phone calls, the supervisor remains friendly to all, enthusiastic about language and culture, and energetic when physically exhausted. And through it all, he remains amenable to any change that will promote the welfare of his youngsters. With the courage to try and the caution to evaluate honestly, he is a true catalyst for change.

A CLASSICAL HERITAGE COURSE

Mary D. Wilson, The Milne School

For many years the Milne School, the Campus School of the State University of New York at Albany, offered a course in Historical-Cultural Latin for ninth-grade students. It was a course designed to meet the needs of two classes of pupils: Those who would probably never study any foreign language but who would benefit from the historical-cultural study of a foreign people, and also those who would continue the study of Latin but were interested in learning more of the background material of Latin than can usually be offered in the limited time allotted to the regular Latin course. The emphasis was on the historical and cultural contributions of Greece and Rome to our language, literature, government, and art.

Specifically, it covered to a limited degree:

1. Classical mythology (its influence on our art, advertising, and literature)
2. Roman history and government
   a. Legendary history, kingdom, republic, and empire
   b. Outstanding heroes and their characteristics
   c. Comparison of governments of Rome and the United States
3. Everyday life in Rome (family, education, house, dress, slavery, amusements, social life, and customs)
4. Topography of Rome
5. Beginnings of writing and the alphabet
6. Roman art, sculpture, painting, music, and literature
7. Summary of the contributions of Greece and Rome to world civilization
8. Conversational Latin

This was an excellent course and a very popular one. However, when the study of a language--French, Latin, or Spanish--was introduced as a part of ninth grade, the Historical-Cultural course was reluctantly given up because of scheduling conflicts for the freshman class. We now have a six-year sequence in grades 7-12.

However, even though our junior high program uses the Quid Novi materials and the cultural aspects of the language as the departure point for the learning of the language and the upper levels stress cultural enrichment, we still feel that as a department we are not fulfilling our potential. We have an obligation to all students who have an interest in the rich heritage of the Classics and who so surely could profit from a study of Graeco-Roman civilization.

Therefore, we proposed for this September an expanded and revised Classical Heritage course open to students in grades 9-12, with preference given to juniors and seniors.

It's an exciting course, novel in several ways, and one which has been enthusiastically received by our colleagues in other fields. Not only are our faculty members behind offering such a course, they have been eager to participate in it. Some have offered to help prepare materials or to teach segments of it; others have asked to audit certain sessions in order to supplement their own knowledge.

The most novel aspect of our Classical Heritage offering is its format. The school year has been subdivided into eight four-week segments or "mini-mesters." Each segment deals with one aspect of the Classics. A student may take one, two, three, or more of these "mini-mesters," depending on his personal interest and schedule. Many seniors are loathe to do more than the minimum, and a full-year elective--even a one-semester elective--is looked upon with disfavor. However, four weeks aren't so bad! Hopefully, a student who signs up for only one mini-course will find that not only is it "not so bad" but it's "pretty good," and sign up for additional segments of interest.

We have attempted to cover as many areas of interest as feasible in the topics we have selected.

We started with a Basic Introduction to the Fables, Myths, and Legends of Ancient Greece and Rome. The story of creation as related in various other cultures was compared to the creation according to the Graeco-Roman tradition. The major deities in Graeco-Roman mythology and their impact on subsequent art, literature, and music were discussed. Heroes' exploits were also covered.

The unit on Art and Archaeology, although an entity in itself, reinforces the study of mythology. The study of Crete recalls the birth of Zeus, the story of Theseus, etc. Mycenae also recalls some of the previously covered stories and legends. However, this unit does emphasize the scientific and historical aspects of the study of archaeology as well as its artistic implications and mythological connections.

Another four weeks will be devoted to Roman Education and the Liberal Arts of Today. What is education? Who is an educated person? How does our modern educational philosophy correspond to the theories expounded by Quintilian? In these days when our educational theories and practices are under attack, it will be worthwhile to examine them to see what their roots and values are. The unit will start by contrasting types of educational systems in Greece. Selected excerpts from Plato, Aristotle, Quintilian, and Cicero will be read and discussed.

Classical Literature in Translation will be another mini-mester. It will be approached, at least this first year, by studying literary types such as poetry, drama, epistulary writing, and the novel. Only highlights of Latin literature can be touched upon in this short period of time, but students at least will have an introduction to a variety of authors and types of literature.

The Impact of Roman Law and Order upon Today's Society is a topic which has really captured the interest of our colleagues in the field of Business Education because of its application to the modern field of Business Law. We shall try to look at the historical developments of Roman law, compare it with other systems, and study its influence upon modern legal codes.

Philosophical Thought among the Ancients is certainly an ambitious topic, but it is one which will definitely be very popular with the modern student who is seeking relevant learning. What can be more intriguing for students than comparison of the post-Peloponnesian War and the barking philosophers with our own "hippie culture?" At this stage of their development,

many students are seeking answers to basic philosophical problems. Can a study of classical thinking help? We think so.

For students who wish to improve their linguistic ability, we offer a unit to reflect The Impact of Latin and Greek on the Languages of Western Civilization--especially the impact on English. The origin of languages and the development of alphabets will be briefly studied, but the major emphasis of the unit will be on English, "the Great Borrower." It will include:

1. Commonly used words of Greek or Latin origin;
2. An intensive study of roots, prefixes, and suffixes;
3. Latin words and phrases in daily use.

Some work will also be done to show certain similarities and the dependency on Latin among the Romance languages.

The final topic to be covered will be Entertainment and Sports in Ancient Greece and Rome. What was the significance of sports and games in the private and public life of the ancients? How do our sports and sporting events compare with those of the Greeks and Romans? Certainly, we cannot pass over the opportunity to compare the Kennedy Memorial Games at Lake Placid with the funeral games in honor of Anchises or Patroklos.

Also included in this unit will be a study of other leisure-time pursuits among the ancients, especially attendance at the theater and social activities at the Baths.

We are very enthusiastic about our Classical Heritage course. The students and the student teachers with whom we have discussed this course are overwhelmingly in favor of this course because it has so much to offer the individual.

Since Roman civilization has so many facets of interest and value to the modern-day student, this course is so designed that the same students may enroll another year in different mini-mesters. Although we have not actually outlined additional segments, we plan to incorporate some of the ideas we were not able to include this year, e.g., Problems of Peace and War in Fifth Century B.C. Athens, and The Triumphs and Tragedies of Roman Society.

We do realize, however, that there are going to be difficulties facing us. One very valid criticism of our course, raised by ourselves, is the danger that it is too ambitious, perhaps too superficial. After carefully and objectively weighing the pros and cons we still feel that it is a course we must offer. We will possibly make some mistakes, but the positive aspects, we are certain, will outweigh the negative.

THE USE OF NON-BOOK MATERIALS IN FOREIGN LANGUAGE INSTRUCTION

Sister Eileen Regina Leonard, Cathedral High School

We can all enumerate various non-book materials--tapes, records, projectuals, newspapers, magazines, and posters--but do we almost instantaneously fear or shy away from their use? Do we not sometimes feel too sophisticated to utilize a simple thing, and then ascribe this attitude to the students? I would like to share with you some thoughts and experiences of mine which come down to developing the simpler things as a means of appeal, stimulation, motivation.

Sometimes we forget about the effectiveness of one of our oldest aids--the bulletin board. The preparation of a bulletin board may take time, but it will pay dividends. Visualize a board at this time of the year when adjectives of color are being introduced in language books and in nature. We can arrange a board called El Otoño, showing pictures of trees with their varicolored leaves and the words "Las hojas están cayendo." Show some single leaves of different colors and under them write roja, amarilla, or verde, as the case may be. How easy it will be to teach additional colors, agreement of adjectives, as well as the question "¿De qué color es....?" Youngsters tend to look at such boards made more attractive by colors and legible printing. For the latter, I would recommend plastic letters as sold at most stationery counters. A variety of occupations, sports, animals, places of interest, and points of grammar can be presented in a similar way.

Another excellent way to use the bulletin board is to have a youngster use some figures, tell a story about them, and place them on the bulletin board at the same time. The simple, active bulletin board has great appeal to the youth of today who are visual minded.

At one time I thought it more or less sufficient to have some pretty travel posters interspersed with proverbs printed in black and white. No longer, however, do I feel quite so complacent. Posters are excellent, but should be used. They can be an excellent stimulus for conversation--first, a description of the scene and, then, additional cultural information about the place depicted. The teacher can and should add to the cultural details given by the students. Incidentally, posters can be obtained easily from tourist offices and air lines. They can be preserved indefinitely by using cardboard as a backing and acetate as a covering.

Proverbs have more appeal when colors and figures are added. They, too, can be used to stimulate discussion on the meaning of a proverb, thus encouraging the student to think and speak in the foreign language. An example:

De médico, poeta y loco.
Todos tenemos un poco.

First-year students will learn this vocabulary and try to explain the portrayal of the man. Older students will add a more philosophical interpretation of this saying. Other examples of proverbs are: "Mañana será otro día"--an excellent one to review the future tense. Of what is the man dreaming? To teach reflexive pronouns and some of their uses, one might use:

"Aunque se viste de seda la mona, mona se queda."
Use of the imperfect tense and of negatives can be shown in:
"Cuando you tenía dinero, me llamaban don Tomás,
y ahora que no tengo nada me llaman Tomás, no más."

There is one question I am sure you wish to ask. "Where can we get these proverbs with pictures? We are not artists." I assure you that I am not one either. But I have the aid of a little machine which cost me $7 four years ago. It is called a Magnajector or Enlarger and has proven to be most valuable. It is simple to operate and comes under the category of a toy. It enlarges pictures, color or black and white, to whatever size you wish, and then it is easy to trace. Students love to do this and are most willing to color as well as trace. They will take great care in writing the Spanish to be sure all is correct.

Last year I had an exceptionally slow class of supposedly third-year students. The use of a textbook and a reader both became exceedingly difficult, and little learning seemed to be taking place. I supplemented the work with copies of Hoy Dia which was well received. A page called the "Teacher's Edition," gives good suggestions for possible allied activities. The magazine does provide good, amusing material which also forms a basis for grammar revision and practice.

I felt I wanted something more. This was good as supplementary material, but I was desperate for more. We learned more proverbs, but anything is deadly if overused, and I did not wish to kill off what had aroused some interest. I turned to the daily newspaper in Spanish. While one may cite many disadvantages in living in New York City, one advantage is the accessibility of such a paper.

While I was skeptical at first, such fears made me try still harder. The results were amazing! Great interest was shown in horoscopes, comic strips, sports, and even the events of the day. I divided the class into small groups according to their preference. Then, in groups, they began to produce their own stories, horoscopes, fashions, and ads. They produced so much that we published a small paper of their material in two weeks. I was also able to bring in more papers from Spain showing how certain American news was published in that country.

In Spain this past summer, I went looking for cartoons, and I found more than I expected. Peanuts is popular there also. So home I came with these books--Carlitos y Snoopy and several books on Carlitos y Los Cebollitas. They have many appealing scenes to stimulate conversation and writing. Copies of these can also be made with the Magnajector or Enlarger. I made some and gave out copies of a single character first. The students had to write what the character was saying. Interest ran high. Dictionaries were used. To quote a student after class: "You get us all excited and happy when we see one of those characters, and then you get us right back thinking and writing Spanish."

Need I say that all of these things are but a means to an end. The end for the students is a keener interest in the language--in speaking, writing, communicating ideas to others. (The end for me seems to be a greater knowledge of Snoopy and his friends.) Any technique can not be used to extreme; great variety and caution must be taken. Slides, filmstrips, etc. all have a place for use--but not abuse.

A TOTAL IMMERSION LANGUAGE PROGRAM

Stefano Morel, Commack High School

The most important goal of any meaningful language program is to teach the students to speak the foreign language fluently and to understand it as completely as possible. No present system of secondary school foreign language instruction has been able to achieve this goal on a regular, consistent basis.

Now a new training method by which high school students develop adequate bilingual proficiency in a foreign language has been successfully tested and implemented at Commack High School. The program, called Total Immersion Language, was started five years ago and has been supported jointly by the local school board and the New York State Education Department.

For three consecutive years--grades 10, 11, and 12--students spend three periods a day studying, listening, conversing in the foreign language. The subjects studied in the foreign language include Language, Social Studies, Humanities, and Advanced Literature.

The results obtained during the three-year experiment indicate that the program is successful. In June 1969, the first group of students graduated from the program and from high school with a thorough knowledge of the Spanish language: oral fluency, complete understanding, competent reading ability, and effortless writing ability.

Here are a few of the scores obtained by the Total Immersion students toward the end of the experiment, in the 12th grade:

College Entrance Examination Boards

Spanish Listening Comprehension:	Total Immersion Mean		713.4
	National Mean		578
Spanish Achievement Test:	Total Immersion Mean	798.5	
	National Mean	563	

MLA Cooperative Spanish Test Series

Mid-percentile rank in:	Speaking	99.9
	Writing	99.4
	Listening	99
	Reading	93

Advanced Placement Test in Spanish

Rating of 5 (Highest Obtainable):	One student
Rating of 4:	Three students
Rating of 3:	Six students

In college some of these students received as many as 18 quarter-hour credits or 12 semester-hour credits for their Advanced Placement work.

"It is agreeably surprising to a native of the Spanish language," writes Javier Pla, a resource teacher from Colombia, "to observe how these youngsters handle the foreign language in such a way that it enables them to reason, learn, and express themselves. They do not suffer from the traditional defects, i.e., long pauses when speaking, monosyllabic answers or standard 'tape' answers, which are common to the current system of language learning. The use of the target language is as natural to them as the use of English. They also know about the related civilizations of Iberic origin. The 'classics' are as familiar to them on a similar level of comprehension as to a student on the same level in an Hispanic country. They read novels, poems, short stories, and essays directly in the target language avoiding translations and their subsequent problems."

The students who are in the Total Immersion Language Program call it "hard work but very much worth the effort," "fun," "the most rewarding influence in three years of my life," "a profitable experience," "the best way to learn a foreign language completely." "Speaking the foreign language all the time forces the Immersion student to learn to think in the foreign language." "I found that I have been able to understand Spanish more than I thought I would when I joined the Program." "I went to Peru and adjusted to the language, the customs, the people within two days, with little difficulty."

Presently only French and Spanish are offered in th Total Immersion Program, but any language could be taught with the new training method.

I believe we have finally found a way to make the student become fluent in the foreign language. Several years ago, language experts recommended starting a foreign language in grade 7 for the purpose of allowing more time (six years) to develop audio-lingual skills, with the hope that by grade 12 the students would speak the language fluently. Unfortunately, this hope has not been fulfilled. Few students who started the foreign language in grade 7 are still taking the same language in grade 12; of those few, not many have achieved fluency and complete mastery, simply because one period of training a day is not sufficient to develop the audio-lingual skills of the foreign language adequately.

Practical applications and further developments of the experiment include the establishment of a Total Immersion Language Center, patterned after the Total Immersion Language Program, centrally located, and serving many neighboring districts. Interested students could spend half their school day at the Language Center and the other half in their regular high schools working on the subjects not included in the language program.

The importance of the Total Immersion Language Center and its type of training was stressed by the Honorable Jacob Javits of New York when he wrote: "The United States is dreadfully under-equipped in the lingustic talents that it shall need for the last quarter of this century. Very few of our countrymen even have a working ability with Western European languages, much less the great languages of the remainder of the world. Thus, we are impeded commercially, culturally, and politically. Efforts such as a Total Immersion Language Center are now absolutely essential."

I am hopeful that our state organization will place its support, influence, and sponsorship behind the establishment of Total Immersion Language Centers throughout the state.

VOCATIONAL OPPORTUNITIES IN FOREIGN LANGUAGES

Theodore Huebener, Fairleigh Dickinson University

It is not surprising that the drastic lowering of college admission requirements in foreign languages and the tendency to drop foreign language study altogether have produced an atmosphere of gloom among teachers. The millions spent under the NDEA, sad to relate, have not strengthened our subject area. In fact, enrollments have steadily declined and the status of foreign language study is lower than ever. Educators and school administrators question the educational value of foreign languages, and students reject them as too difficult, too dull, and irrelevant to present conditions.

This point of view is, of course, absolutely false. With the dominant position of the United States in world affairs, foreign languages are more important for our youth than ever. The shortsightedness of Washington in this regard is extremely deplorable. Millions of Americans are stationed abroad, yet very little is done to give them linguistic preparation for their activities. The military get none at all; our soldiers and officers live in a foreign country for years without acquiring the simplest facility in the language.

Since this is an age that demands relevancy, i.e., practical application, let us consider the vocational aspect of foreign language study. What does this involve?--Aside from teaching, primarily the ability to use the language effectively in research, travel, international relations, and business.

It is amazing that this phase of foreign language study has been neglected so long in our schools. Here is a vast field, practically virgin territory, which public education has almost wholly overlooked. The preparation of young people for positions requiring a foreign language competency is almost entirely in the hands of private institutions.

There is at present, and there will continue to be in the foreseeable future, a demand for a considerable number of men and women who have command of a foreign language. In fact, the field is so wide that there is room not only for the expert with near-native fluency in several languages, but also for the person who has but a bowing acquaintance with one foreign tongue. However great or meager the knowledge may be, it is definitely a vocational asset and earns extra dollars.

A wide range of jobs is open to linguists, extending from bilingual stenographer or clerk to highly skilled interpreter or translator. These positions are available in the business world and in government service. Export trade, international advertising, and engineering construction in foreign countries are areas where knowledge of a language is especially useful. It must be pointed out, however, that in most cases the language is an additional asset; the job depends primarily on technical or professional skill or knowledge.

There are many attractive positions in business for some of which even high school graduates with the proper training can qualify. In the Sunday New York Times of August and September of this year, there appeared

in each edition 30-35 want ads requiring knowledge of a foreign language. Most of these were for office help of various types. The range in salary for the bilingual secretary was $150-180 a week, $20 more than that paid the ordinary secretary. On the higher level, e.g., a translator in four languages, the salary rose to $20,000 per annum. The number of jobs in various languages was: Spanish, 80; German, 71; French, 50; Italian, 2; Russian, 1; Chinese, 1. There were 35 positions that called for combinations of two or more languages. The ability required varied from "some French" to "must be fluent in Spanish." Aside from the jobs for bilingual secretary, there were more demanding positions such as trade analyst, international relations secretary, and field researcher.

The government positions are largely in the Civil Service. Many of them are attractive and remunerative, beside providing opportunities for sojourn and travel abroad. Foreign language specialists are needed for the many exchange and technical assistance programs and in the Foreign Service. The positions fall into several categories. The Civil Service requires bilingual stenographers, translators, and librarians. Examinations are given in a major and a minor group of languages. The former includes the languages commonly taught in our schools--French, German, Italian, Russian, and Spanish. The Civil Service Commission issues announcements of these tests on an irregular basis.

The Department of State also needs bilingual stenographers and interpreters. Positions on a higher level include Information Officer, Cultural Affairs Officer, and Public Affairs Officer in Europe and Latin America. Other interesting jobs are those of radio announcer and editor. These positions, as the announcement states, require "a higher degree of language proficiency than is ordinarily acquired by traditional academic language training."

The U.N., too, is constantly looking for what they term "good supporting personnel." Applicants for secretarial positions are required to take entrance examinations held every Tuesday and Thursday at the headquarters in New York. The tests are in English, French, or Spanish, at the choice of the candidate. Salaries range from $6420 to $8350. Liberal fringe benefits include pension, medical insurance, sick leave, and vacations. For staff members free courses are conducted in the five official languages--English, French, Spanish, Russian, and Chinese.

An entirely new and almost untapped source of foreign language opportunities is the area of foreign travel in the United States. C. Langhorne Washburn, Assistant Commerce Secretary for Tourism, says: "Tourism is our third largest export," but adds that the United States is "an underdeveloped country" when it comes to attracting visitors. We have only seven percent of the worldwide $17 billion tourist business. Secretary Washburn has extensive plans for capturing a greater portion of the world tourist trade. At present, the U.S. Travel Service is sponsoring a "selling of America" tour in seven countries. The two major obstacles faced by foreign tourists are the cost of travel and the language barrier.

Special discounts at selected hotels and restaurants are planned as well as lower domestic air fares, but the question of language is still a problem. The Travel Service has already established a multilingual center

in Kansas City, Missouri, and is providing language training to hostesses who will meet foreign tourists and help them through immigration and customs.

If this effort of the Travel Service is successful, there will surely be a widespread demand for young people with command of a foreign language (or two). Special training will, of course, be required to make them effective as guides and couriers.

There are, then, many attractive vocational opportunities for our language students in business and in the Civil Service. To qualify, however, they must have special training, particularly in the technical vocabulary needed for a given area. For the commonest language job in business--bilingual secretary--skill in shorthand and typing is required.

The high school can readily prepare students by introducing commercial language courses and by close cooperation between the foreign language and the commercial departments of the school. After two years of basic instruction, the student planning a business career would take a year or two of commercial French, German, or Spanish. In college this program would be elaborated and fortified with appropriate courses in the social sciences, preparing the student for higher jobs in business and the Civil Service.

What is urgently needed, especially in our bigger cities, is a special school of languages. This sort of institution is maintained in many European countries. Such a school would not be confined exclusively to language instruction. With the aim of preparing students for positions in government and business, it would offer courses in social studies, economics, commercial law, international relations, and business practices. Courses in science would cover construction of roads and bridges, traffic, foods and drugs, health and sanitation, and transportation. A number of these subjects would be taught in the foreign language. Every student would be required to take a first language for four years, a second for three, and a third for two. The major languages to be offered would be French, German, Italian, Portuguese, Russian, Spanish, and Chinese.

To summarize: In view of the present demand for the utilitarian in education, we ought to take advantage of the practical phase of foreign language study, and, through the introduction of commercial courses, prepare at least some of our students for the many attractive and remunerative positions open to them in business and the Civil Service.

THE SUPERVISOR: CATALYST FOR CHANGE

Alma Adolf, Board of Education, Buffalo

Change, according to the dictionary, is altering or varying, substituting one thing for another. It can mean fickleness or inconstancy. As we use the term here, it means change that would result in improvement. Flexibility is a strength when it can be used as a means of probing for the better way. It is not to be interpreted as bandwagon hopping--enticing to many people--the fickle pursuit of the pleasant or the successful.

Supervision is the management of change--thoughtful change from one thing to another in terms of appropriateness for the demands of the times. (It has been said that you must change with the times unless you're big enough to change the times.) The supervisor directs his efforts toward teachers as his avenue of school change and improvement. For real change, we have to do more than point the way and hope. The designation "change agent" reflects the key responsibility of the supervisor. If he is a change agent, it becomes a matter of great importance that he help chart the direction of change and keep track of it.

The language of supervision continues to be talk of goals of education, individual differences in people, basic human needs that individuals must satisfy, the need to know children and youth, effective teaching methods, the use of instructional materials and creativity.

Supervision has as its goal the change or modification of behavior. The end result is to have the teacher do or say something differently than he did prior to supervision. The success of a supervisor can only be measured directly by the magnitude of change in clearly specified behavior that he produces in the supervised. The end product is the important outcome. In this instructional approach, the emphasis is on the outcomes of the teaching act rather than the act itself. The stress is on the changes a teacher can cause in learning.

Supervision, the improvement of instruction, is teacher-oriented at the grass-roots level, and the process of participation is the one insurance policy that guarantees progress. The closer individuals are to the impact of the decisions and involvements for change, the more vigorous and the longer lasting is the stimulation. Interpersonal relations provide the principal route to instructional improvement. Human organizations can be moved from confrontation and conflict to mutuality in determination of goals and objectives. The successful supervisor is a human-relations expert with a strong commitment to humanistic values in the instructional program and in professional relationships. His major objectives are to help the teacher master the substantive content he does not understand; attain competency in techniques he may not know; catalogue, classify, and test countless resources that may be brought to bear on the specific learning problems he may encounter. How is this best done?

I have great faith in the use of modeling procedures. Observing the behavior of others and the consequences of their responses without any direct reinforcement is one of the simplest and yet more effective means of influencing, yea, changing human behavior. (When I became a classroom teacher in the Buffalo system, after five years in a suburban high school, I was required to make 30 observations each 40 weeks during the three-year probationary period in the classrooms of experienced teachers. That's how I learned to teach. It was the frosting on the cake for all the methods classes, professional readings, and zone conferences which were in my background.) Demonstration in a classroom during a regular session proves that procedures and techniques do work. Supervisors would find it well worth their time to provide for visitations to the classes of skillful teachers. The model or demonstrating teacher should be reminded of the behavior that he performs so well, and the visiting teacher should be told what he is to look for. (Where live models are not available, films can be equally effective. Need we be reminded of the Evelyn Popper film?)

Feedback is a well-documented means of changing behavior. Videotape playbacks of a teacher's performance have been a most successful strategy in producing change in teacher behavior. (Many golf pros have invested in the necessary hardware to show their pupils what they are actually doing--instead of what they think they are doing.) With haphazard processes the end result may be satisfactory in some cases, but for consistency in end results the right processes are necessary. An honest look at the quality of the output of the instructional program will always constitute the best stimulation to the initiation of those changes which provide maximum learning opportunity for the pupils.

What of micro-teaching? This involves putting into practice a specific skill--a skill which has been demonstrated by a live or videotaped model. After a micro-teaching session, the supervisor can provide specific feedback regarding the extent to which the skill has been acquired, as well as reinforcement for correct response.

In selecting members of our staff, we hope we have found the professional teacher and we owe it to him and to ourselves to treat him as such. The professional teacher is one who is free to test out new knowledge on his own terms and is supported in this. He is one who has well in mind the purposes of education and, in terms of his beliefs, has developed a grasp of understandings, skills, and attitudes that need to be learned by his pupils. With such guidelines he should be free to plan with and for learners from a great range of possible activities and resources. The question we may well ask is whether supervisors are acting in such a way as to be enabling to the professional teacher. The professional does test out new knowledge with the hope that it will help him perform better. Supervisors need to exercise good judgment in assessing and in helping to select the most promising new proposals for testing--always with the idea in mind that these ventures can and will make a difference in the quality of opportunities we provide for young people. We need perspective and expertise in defining purpose and clarifying process to support the innovative teacher in a sound, modern program of instruction.

As teachers are motivated to develop their own creative abilities, they in turn provide creative opportunities for children. To survive decay, creative personalities must emerge. Such individuals are the salt of the earth, the leaven in the mass. Bergson says, "It is useless to maintain that progress takes place of itself bit-by-bit. It is really a big leap forward which is only taken when a person allows himself to be shaken and that shake is always by someone." The shaping is done by himself, influenced from the outside. The stimulation of creativity is a sensitive task. One cannot require another to become creative. He is creative because of his desire to be so, and because he has the level of intellectual ability and technical skills which will support those desires.

The intelligent and competent supervisor will not fear the ingenuity and innovative capacity of the staff with which he works. He does not feel insecure about his own ability to compete with the ideas of members of the staff he is supposed to influence. Seeking excellence in education above all else, he will enjoy working with a staff that could well make life for him less than peaceful and comfortable. The ways of progress may be noisy but they will be proper.

If the "end" of society is not already established, but rather a part of all-encompassing change, does not the term "well-adjusted" suggest being able to cope with change and the choices which change implies?

AFRO-AMERICAN CONTRIBUTIONS TO THE DEVELOPMENT OF CULTURAL PLURALISM IN AMERICA

Peter M. Makau, Lehman College

Webster's Third New International Dictionary defines pluralism (p. 745) as "A state or condition of society in which the members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in the development of their traditional culture or special interest within the confines of a common civilization."

For a long period the United States was publicly described as a "melting pot." Any European was welcome to come to this country, and it was assumed that all would intermarry and blend into a new man--the American. Very recently the "melting pot" description has been overtaken by the "plural culture" theory. According to this theory, each group in American society would maintain its unique cultural traits. Certain minority groups did not come to the United States voluntarily, and, although people can and do modify and change their social patterns, when a group of people is ruthlessly separated from its past the result is almost always disorganization.

We have seen this cultural breakdown in peoples who somehow seemed to lose the will to live, such as certain Indian tribes who were physically removed from their traditional homes to reservations under the impact of the White man. We have seen it, too, in Afro-Americans who were robbed of their African heritage and prevented from accepting in full the new heritage that was being forged as part of the American melting pot dream.

We must distinguish between socio-cultural differentiation resulting from social stratification and that resulting from plural culture or the presence of a society of social groups carrying distinctive cultural traditions and living by different basic institutions and cultural values. We contend that certain minority groups in the United States are subordinate segments of a complex state society, and that these minorities are set apart from the other segments of that society by physical or cultural traits that are held in low esteem by the dominant segments, even though their cultural contributions to the plural culture are incalculable.

We shall now attempt to discuss the Afro-American as a minority group of great significance to plural culture in the United States. The Afro-American minority group is the largest and second-oldest minority group in the United States; for the past 200 years it has steadily averaged a fraction under or over one-tenth of the entire population of the United States. To the extent to which the Afro-American was oppressed and segregated, his folk life became more distinct and his reactions more distinctive. Gunnar Myrdal puts it this way: "The plight and predicament of the Negro minority group has become in time the great American dilemma, a dramatic clash between incompatible ideologies and traditions."

The Afro-American communities in the United States have a social subsystem of their own and, therefore, the Afro-American subsystem is itself capable of analysis in terms of plural culture. It is true that even though the Afro-American minority group is primarily segmented from White America along racial or ethnic lines, it is also segmented politically, economically, religiously, and educationally to form quasi-American alliances with other parts of American plural culture.

What has the Afro-American minority group contributed to the development of plural culture in the United States? From its beginnings, the United States economic expansion has been based on black labor. Accordingly, we cannot minimize the momentous effects of slavery on United States' institutional culture. No matter from what aspect a historian of the Civil War would look at slavery, this institution challenged the most basic of the United States' national traditions: political freedom and free labor. Despite this political disenfranchisement and forced labor, one of the significant contributions made by the Afro-American to American life has been the way in which his presence has helped in the development and extension of the Western idea of democracy. The Afro-Americans have supplied labor services from Southern slavery to the present industrial centers throughout the United States. It would be fairly correct to say that the infra-structure of American economy was partly founded on the free labor of the Afro-American.

Secondly, Afro-Americans have greatly contributed toward certain leisure period diversions in the United States. Jazz and soul music, both of which are enjoyed by middle and upper class White America, are primarily American recreational activities introduced by Afro-Americans. With reference to the Afro-American influence on America's artistic culture, few realize, but all should know, how much evidence there is of the transforming effects of Afro-American folk idioms on such major areas of American arts as music, dance, and folklore. These influences have been for the most part dominant, fundamental, and enduring. Sports such as boxing, baseball, basketball, etc. are dominated by Afro-Americans. These activities are both entertaining and relaxing.

There is also evidence that similar influence has been observed in literature. This influence has invaded European literature, especially poetry, creating a literary movement of importance in Spanish-speaking communities in the United States. These African influences in literature in the United States are not of recent origin, but date from the colonial period as studies of United States' literary history have shown. In Africa, as in the United States, we find the phonetics of Afro-American speech producing changes in English pronunciation. Furthermore, the peculiarly musical quality of Afro-American English as spoken in different regions in the United States, especially in the South, is also found in the speech of Whites in the South. Since the American system of education is compulsory and largely segregated, the Afro-American has contributed toward making this educational system more diversfied. Such American basic institutions as the political, familial, and religious are systematically differentiated and made unique for Afro-Americans. This differentiation gives the plural culture theory in the United States a more meaningful definition based on institutional divergence. There is evidence that Afro-American communities in the South have sharply differed in their social, religious, and economic organizations from those of the adjoining White society. If this is so, we must regard such Black communities as examples of pluralism in their locale.

The most effective way to look at the Afro-American relationship to American culture is to consider it not as an isolated racial matter and minority group concern, but rather in the context of the whole American culture. In order to undertake, as we do here, a cultural history of the Afro-American, it is as necessary and valid to describe the impact of the Afro-American on America as it is to consider the impact of America on the Afro-American.

Since the myth of the Afro-American past has been accepted in study of this aspect of culture, the recognition of impact of the African heritage on American culture has also been questioned. We therefore contend that there has been a tendency to deny the Afro-Americans their past--unlike most minority groups of the United States, whose past is easily acceptable because of its European origin. But the recent recognition by the majority groupings in the United States of certain values in Afro-American song and dance has already heightened Afro-American self-pride and has influenced White attitudes toward the Afro-American.

In the sphere of poetry, Afro-American poetry has enriched American poetry. This is a contribution to American culture, for example, Roger's poem on "The Repeal of the Missouri Compromise" reveals not only poetic ability, but also a concrete sense of historical reality and social responsibility. When Whitfield denounces American hypocrisy, he says:

> "Thou boasted land of liberty
> It is to thee I raise my song
> Thou land of blood, and crime
> and wrong...."

Afro-American poets had used dialect, but without undue success until the appearance of Paul Laurence Dunbar. Turning to romantic poetry, we have poets such as William Stanley Braithwaite, Angelina Grimke, Douglas Johnson, and others.

Perhaps what Brown, Lee, and others observed in their Afro-American caravan regarding Afro-American folk music may be pertinent to the overall cultural contributions of the Afro-American to American culture. This type of folk music is neither European nor African, but partakes of elements of both; the result is a new type of music, certainly not merely imitative, but more creative and original than any other American music. The Afro-American was not given any alternative except to share the language and tradition of the minority culture, introducing to it inadvertently and unwittingly something of his African heritage. Hence, his folk music, folk dances, and folklore best justify this claim.

Finally, the minority groups of the contemporary United States are segments of the plural culture. Each minority group consists of many segments, each having certain subcultural characteristics. National-origin communities throughout the United States are among these. It is therefore possible and fruitful to study national-origin communities including the Afro-American as parts of the larger, polysegmented, American context into which they fit. We can also study these variant minority groups and their relationships and contributions to the entire American society, as well as undertaking institutional and horizontal studies of the entire society in order to reach the objective of understanding the diverse elements of plural American society.

The usefulness of the theory of plural American culture for the minority groups is rather obvious: it implies the continuance and growth of the various ethnic or national-origin groups in the United States as well as other parts of the world and denies their need for or inevitability of becoming completely assimilated or lost in the dominant, melting, WASP, American pot.

In conclusion, it was the process of Americanization which sought a cultural monism that was challenged and is being slowly and unevenly displaced by a new process of Americanization which supports and cultivates a plural culture theory based on and consummated in the American idea.

PERSONALIZING INSTRUCTION FOR THE "NEW" STUDENT

Simone Oudot, Holt, Rinehart & Winston, Inc.

Personalizing is <u>not</u> individualizing. It is the art of fostering oral self-expression; it is speaking in the classroom. As a matter of fact, it will be difficult, but not impossible, to provide for personalization in "individualized instruction packets."

My definition of personalization is:

1. Personalizing is to be relevant. It is to talk about the students' interests, from baseball to pollution, to family, and to society.

2. Personalizing can be used as a means to introduce culture in the anthropological sense, especially at level I, relating the students' experiences to those of their peers in the other country or countries.

3. Personalizing from the very beginning will lead to better self expression at higher levels. It will help liberate the speaking skill.

4. Personalizing will increase motivation, making the foreign language a "fun" activity, not merely an academic subject.

5. Personalizing will not cost a cent.

How does one implement personalization in the classroom? The following list is not exhaustive and is not given here in order of priorities. Priorities will have to be judged by the teacher, sometimes on the spur of the moment.

1. Warm-up periods
   - Comment on the students' dress
   - Use colloquial expressions they have learned
   - Ask about their or their family's health
   - Take attendance in the target language
   - Use all the greetings they know

2. Classroom projects
   - Have a team in charge of writing each day's date on the board
   - Have another team in charge of celebrating birthdays or naming days of the month (Use a calendar from the other country)
   - Celebrate holidays of the other culture
   - Use dates of actual U.S. holidays
   - Have a team keep all the right answers to exercises

3. Room decoration
   - Have posters on the walls (railroad and airline companies sometimes provide them)
   - Post any up-to-date newspaper or magazine articles
   - Post art work by known artists
   - Assign a team to organize a corner of the room into a stage whose decoration corresponds to the subject covered in a chapter
   - Post any or all of the individual projects you assign

4. Individual projects
   - Ask students to draw their family and describe each person
   - Ask them to compose their favorite menu
   - Have the students draw a map
   - Have them write captions to pictures of their choice
   - Have them write an imaginary letter to someone
   - Have them write a report on an outing, a tennis match, a football game, a ball, etc.
   - Assign a province or a country to each and ask for a report (even in English)--post, post, post!

5. Probably most important of all--to be done systematically but spontaneously--substitute lines of dialogues to apply to individuals
   - Use the students' names (given in the other language) to elicit their opinions of each other or simply to address them
   - Ask for the addresses of known people (here and abroad)
   - Make them ask one another their telephone numbers
   - Use names of actual places--city, town, movie theater, lake, school, restaurant, organization, etc.
   - Talk about known persons
   - Ask the time of day, the present weather
   - Discuss radio and TV programs, news in the daily newspaper
   - Use present film and record titles
   - Talk about the latest tennis match, best football team, recent baseball game
   - Use the names of department stores, things they want to buy
   - Use any event close to their experience to elicit funny and serious answers

6. Role playing
   - Use the French, Italian, German, or Spanish corner for dramatizing dialogues or conversations
   - Have some students write and stage new dialogues or conversations (Caution--supervise writing so that the play is as correct and authentic as possible)

7. Use visuals
   - Initiate a telephone conversation using transparencies or pictures
   - Use a clock to ask about various activities during the day
   - Show slides or filmstrips the school might have
   - Show up-to-date films made in the other country or countries
   - Use photographs on an opaque projector

8. Use personalization to change pace and bring variety
   - Use an incident in class
   - Ask what they read in English
   - Do they like math, music, science?
   - Ask them to give you directions in town, where to go fishing or shopping, how to get to another city or state
   - Ask someone to recount a party, a picnic, or a meeting
   - Ask for their plans for the summer
   - Ask which country they would like to visit
   - Use anything you know of the other culture to help them recognize the similarities and differences with their own

9. Use teaching games
   - Play a bingo game
   - Play "Simon Says" with false accusations
   - Have the students write their own crossword puzzles
   - Play Password
   - Use a geography quiz (List mountains, lakes, rivers, etc. starting with a given letter)
   - Use Tic-Tac-Toe games in a meaningful way, always eliciting full sentences
   - Set up imaginary interviews between people

10. Use the paralanguage of the other country
   - Handshakes
   - Raising one finger in class to ask permission to speak
   - Counting on one's hands
   - "Adios" gesture in Spanish
   - Measuring people's, animals', and inanimate objects' heights by gesture (Each is different in Spanish)

11. Foster general discussion in class
   - Elicit answers, prompt quickly, accept errors when there is free discussion, add a remark, or prompt a further exchange so as to generate a spontaneous general conversation. You will have created an informal atmosphere for full-class participation, and you will have fostered the climate for the liberation of the speaking skill.

In conclusion, relevance and culture are not incompatible. It is important to relate foreign language study to the daily life of the student, so that he can express his own ideas and feelings. At the same time, it is equally important to point out similarities and differences, and have students experience the other culture in various ways. The two can be made clear through personalization, so that students become aware of themselves and of the world around them.

ACCOUNTABILITY: FOREIGN LANGUAGE INSTRUCTION COMES OF AGE

Sidney L. Teitelbaum, East Meadow Public Schools

This is an age of nostalgia: an age of No, No, Nanette; silent film festivals; and the fashions of the 1940's. There has even developed a cult of the Edsel.

In keeping with this age, therefore, please accompany me on a 30-second voyage through some of the nostalgic foreign language terminology of yesterday--terms which caused a tingle then; terms which might cause a shudder now.

Remember the year of the oral-aural?; the year of A-LM?; the year of the phoneme?; the year of the paradigm?; the year of the long sequence?; the year of the distractor and the rejoinder?

Whether you remember them or not, permit me to welcome you to 1972: the year of Accountability.

This word differs from the others, because it is not tangled in the pedagogical brush of how to teach a foreign language. Accountability asks the question and demands the answer to why we teach foreign languages.

As with the title of a current best-seller, the answers will tell you Everything You Ever Wanted to Know about Foreign Languages but Were Afraid to Ask.

Previous answers to why we teach foreign languages made for nice prose and for polite conference topics; titillated audiences applauded witty keynote speakers who uttered timeless gems such as:

"Every educated person needs to know a foreign language."
"Learning a foreign language broadens one's horizons."
"As our world gets smaller, most of our students will travel abroad and, to travel successfully, they must know at least one foreign language."

And, if all else failed, we could always fall back on the bromide: "But you need four years of foreign languages to get into college!

These reasons, and others, were readily believed for a while. Then, came days of reckoning. I heard, and I am certain that you heard, such retorts as:

"I consider myself an educated person, even though I do not speak a foreign language."
"Why, we went to Europe last summer and everyone spoke English!"

This latter comment was usually followed, sometimes embarrassingly, sometimes smugly, by: "All you got to do is wave a five-dollar bill! That's the universal language."

As far as the comment about college requirements is concerned, you know as well as I what has happened there.

These reasons, spoken in sincerity and good faith, pale, and their paleness will grown even dimmer as community after community throughout our country learns of the latest school tax increase.

Whether we like it or not, as unpopular as the concept sounds, we must face the responsibility of measuring achievement in relation to dollars spent. The salvation of foreign language instruction lies in our accountability to the public.

The fault lies not in our community but in ourselves. We have failed on four major grounds:

1. We have failed to generate enough pressure on our lawmakers to enact legislation to mandate foreign language study.
2. We have failed to generate enough pressure on our lawmakers to enact legislation to find alternate methods of paying for school programs.
3. We have failed to convince our administrators, our community, and our press of the need for foreign language study.
4. We have failed to develop proper evaluative instruments by which non-language personnel could measure program effectiveness.

You and I have lived through the recent budget crisis of Spring 1971. We know that foreign language instruction has been the number one sacrificial lamb offered on the altar of community vendetta.

May I quote from one newspaper dated March 25, 1971, regarding the elimination of positions. I withhold the names of the school districts involved, but please wince when you recognize your own!

District one: 1 Reading teacher, 2 Foreign Language teachers
District two: 1 Psychologist, 4th & 5th grade French teachers
District three: 2 Dental hygienists; 5 Language teachers
District four: 1 Reading teacher, 1 Nurse, 1 Speech therapist, 4 Language teachers.
District five: All 7th grade Language abolished
Districts six & seven: FLES instruction abolished

Are we fighting a losing cause?
Shall we re-activate our certification in English?
Shall we retire a little earlier than planned?

If your answer consists of three resounding No's! (two out of three won't count), then you and I are in accord that a new campaign must be initiated today.

If you believe, as I do, that America's role as world leader totters in proportion to the number of Americans unable to speak at least one foreign language and unknowledgeable in the cultural heritage of at least one foreign country--if you believe these tenets to be true, then we must begin to build a new image, a new philosophy.

1. Sell your own language. Stop talking of general foreign language study. Only French teachers can sell French; only Spanish teachers can sell Spanish. The best teacher of a given language is the best salesman for that language, for, at the very least, his prestige and livelihood are at stake.

2. Develop meaningful instructional objectives. Involve all phases of your school community--staff, parents, and teachers--to set forth the specific objectives of each course in each foreign language. No one should be permitted to say with cause, "I have not been involved." Get your Board of Education to approve these objectives. Then, at budget time, submit a detailed report evaluating your program effectiveness.

3. Develop an attitude questionnaire. Determine the changes in students' behavior and attitudes toward other people as a result of their foreign language study.

4. Evaluate honestly and continuously. All educational program proposals developed at any level call for evaluation. But, be honest in your evaluation. Remember that every innovation should not be doomed to succeed. For example, if your language laboratory program has been proven successful, fight to the death to keep it; however, if you know down deep that it is not effective, don't wait to hear it from your administrator. You recommend that it be dismantled.

5. Don't isolate your department from the rest of the school. Invite non-language personnel to evaluate your program. Some evaluation can be done internally, but it should not be restricted to those with vested interests in its success or failure.

6. Attend every PTA meeting and other school-community functions. Find out what the parents think of your program. Enlist their aid in strengthening it. Invite some of them who have traveled abroad to come into your classroom to discuss their trip and to show films or slides. They will remember you fondly when they vote on the budget.

7. Enter your students in national contests. The motive is not to win awards; it is inherent in the planning and excitement of national competition. Publicize your successes. Students do not have to be national winners to justify your program. Placing 10th in the county or 20th in the state can be a source of pride to you and, if interpreted correctly, a source ofsuccess to your students. Plan special assembly programs for your award distribution. Get the story into school and local newspapers. Send letters of congratulations to the parents. The esteemed Robert Ludwig is a recognized master in these affairs.

8. Canvass your community for resource people! Imagine the excitement if you uncover someone who once sang in the chorus of Aida, a ticket agent for Lufthansa, a bilingual secretary for a Spanish firm, a member of your Board of Education who worked in Paris. Invite them into your classroom.

9. Work through your local and national professional organizations! Develop local fairs, such as the Long Island International Fair scheduled for May 13, 1972. Develop lobby groups to enact legislation mandating the study of foreign language and finding alternative methods for school funding.

10. Work with other departments. Develop cultural units in conjunction with teachers of Art, Music, English, History. Evaluate and publicize what you are doing.

I am certain that you can find many more ways of establishing and measuring the effectiveness of your program. The priority of your objectives is only a matter of policy. At the heart of all of these guidelines is the objective of encouraging schools to stretch themselves. Capacity for change and improvement is greater than you think. Once you begin to see the effects of greater community acceptance, foreign language instruction in your area has indeed come of age!

THE CONTRIBUTION OF MINORITY GROUPS: CULTURAL PLURALISM

Renée Taillefer, Ontario Department of Education

I am here to try to explain the Canadian side of the multiculturalistic picture. (It has been said that we are all immigrants.) I also belong to a minority group, in that I was born in Europe but have retained my first language through continued use in the home and contacts with members of the same ethnic origin. I was able to study my native language in high school and university and was fortunate enough to use it in my career as a teacher, later as an Inspector of Modern Languages with the Ontario Department of Education, and now as a Program Consultant. I think I am a good example of an immigrant who was integrated into the Canadian scene at an early age and yet kept her cultural identity. I feel I am accepted both in Canada, my adopted country, and in France, the country of my origin, and I am happy to be a product of two different cultures.

It is obviously a truism to say that I was able to adapt to the Canadian environment and adjust to the behavior of the new community much more readily than my parents who were in their late thirties when they emigrated. At that time, over 40 years ago, the government did not provide the services it does today to help immigrants understand the customs of their adopted society. The attitude of the anglophone section of the urban community in which we settled was not as favorably disposed toward "new Canadians" as it is today. In fact, even some 15 years ago when my father and I were about to take a bus in what might be called one of the older residential districts of Toronto, a man, hearing us speak French, came up to us and said that if he had a gun he would shoot us. Seemingly, he was slightly deranged, but, still, this was a remarkable stimulus for us to continue our conversation in English. I might add that my father was never comfortable speaking anything but English in public after that.

In this century, people of a wide variety of ethnic origins arrived in Canada in four distinct waves, interrupted by the two World Wars, after which their numbers increased tremendously. For example, following the Hungarian Revolution of 1956, 300,000 persons came as refugees displaced by political disruptions in their homeland.

In 1966, the Federal Government expressed its concern regarding minority groups by setting up a Royal Commission to study the question of bilingualism and biculturalism. This Commission, popularly referred to in Canada as the "Bi and Bi Commission," has published a report in four volumes; the last, which appeared in April 1969, is entitled The Cultural Contribution of the Other Ethnic Groups. (By "other" is meant other than anglophones and francophones born in Canada.) It was the first government attempt at clarifying the relationship of the total Canadian society to the many constituent racial and cultural communities.

In its report, the Commission set forth the concept of the Canadian Mosaic rather than the Melting Pot. The latter concept implies almost total absorption into another linguistic and cultural group. The immigrant becomes an assimilated individual who gives up his cultural identity and may even go as far as to change his name. The Canadian Mosaic is a colorful and appealing metaphor to describe the diversity of ethnic groups living side by side to form the whole of the country. One can still distinguish the separate parts that make up the unit. It is integration, in the broad sense, and does not imply the loss of an individual's identity and original characteristics or of his original language and culture. Integration, in this sense, is not synonymous with assimilation. In Canada, we have the added complexity of a bicultural society; the new arrival must choose between the francophone and the anglophone societies, the latter being dominant economically, linguistically, and socially.

In its report on cultural pluralism, the Commission made sixteen recommendations. Among them, it recommended that the teaching of languages other than English and French, and cultural subjects related to them, be incorporated as options in the public elementary school program where there is sufficient demand for such classes, and that more advanced instruction be provided in public high schools under the same conditions.

It also recommended that special instruction be provided for children who enter the public school system with an inadequate knowledge of English (or French in areas where that is the official language). For the additional cost of such special instruction, the provinces would receive financial assistance from the federal authorities. (I might explain that there is no Federal Office of Education--Indians excepted. Education comes under the aegis of each of the ten provinces.)

It recommended that Canadian universities give standing or credits for studies in modern languages other than French or English both for admission and for degrees, and encouraged them to expand their studies in the fields of the humanities and the social sciences relating to these other languages.

The other recommendations dealt mainly with Canadian radio and television (a part of which are owned and controlled by the federal government) and ways in which these media, as well as the National Film Board, could provide more opportunity for the people concerned to hear languages other than English and French and to see a portrayal of the cultural groups involved.

At the federal level, then, one can see the government expressing its concern about the many ethnic groups across Canada and asking for recommendations from its own Royal Commission.

At the provincial level, and here I am speaking about my own province, Ontario, all questions related to immigrants have always come under the aegis of the Department of the Provincial Secretary and Citizenship. This department has had responsibility in some areas of education; it has been in charge of ESOL (English as a second language) both for adolescents and adults. In the community, the Citizenship Branch has given help to immigrants in legal matters, in elections (explaining the different political parties, what each stands for, and to what parties they might be compared in the immigrant's own country), and in education (explaining the Ontario system and the curriculum opportunities available to the students).

About two years ago, shortly before the publication of the Bi and Bi Commission's Report on the Cultural Contribution of the Other Ethnic Groups, there was a swing to a different approach at the provincial level. It is significant that the Honorable Robert Welch, the former Provincial Secretary and Minister of Citizenship, has become our present Minister of Education. The Department of Education seems ready to accept more responsibility in teaching English as a second language. As a first step, it has introduced summer courses for in-service training of teachers of ESOL, albeit only to those who teach English to francophones. Teachers' colleges, however, have not yet recognized the problems presented by multilingual immigrant classes, nor offered their students assistance in this area before they entered the classroom--even the possibility of becoming specialists in TESL. This would imply a transfer of responsibility to the Teacher Education Section and Curriculum Section of the Ontario Department of Education.

While I am on the subject of TESL, I would like to say that enormous help is being given to pupils in the elementary school by the TESL program. However, there is an increasing concern on the part of educators to use the child's dominant language when he arrives in the school. In that way the educational process could be continued without penalty to the pupil. What happens in many cases is that the immigrant child is expected to achieve in English at the level of his English-speaking peers and, when unable to do so, has been labelled as two-year or four-year technical material. This type of part/English, part/native-language program has not yet been implemented. The concern is there, but it has not been resolved by action because of the complexities of the problem. Educators are aware, however, that there should be leadership from the Department of Education.

The Citizenship Branch of the Provincial Government is continuing to help in the community activities in which it was formerly involved, but its members are now assuming the role of animators and sparking minority groups to put a certain amount of pressure on educators.

Briefs have been sent to the Minister of Education by new Canadians stating that they do not want their children to feel ashamed of their origin; neither do they want other people to think that they are preserving

quaint customs in the ritual events of life and in food and drink, but are totally devoid of any cultural interests. They believe that there is little encouragement for their children to maintain their native language and culture, and fear that these adolescents will be alienated if they are not accepted for what they are and encouraged not merely to conform to existing Canadian patterns, but also to cherish their native heritage as a valuable new element to enrich Canadian culture and life. These sentiments seem to be shared by all the ethnic groups which make up more than one third of the population of the country. They are keenly aware that the key to the development of a culture is its language, and that without language development in all facets, no minority culture can exist.

In this area the Provincial Government has taken a major step: the extension of the language program in secondary schools. Whereas formerly these schools have offered French, German, Italian, Spanish, Latin, and classical Greek, interested students will now have an opportunity to learn Ukrainian, Hungarian, modern Hebrew, modern Greek, Polish, Chinese, Portuguese, etc. The credit will apply to the Senior Division only (grades 11-13) and the courses themselves must be developed by local boards. The Department of Education will then approve them, provided they meet the pedagogical standards of any other approved course. (The teacher concerned must have a basic Ontario certificate and there must be supporting learning materials available.)

The fourth volume of the Report of the Bi and Bi Commission has acted as a catalyst; we have seen the beginning of the implementation of some of its recommendations. It has sparked a series of conferences in Ontario and Manitoba sponsored by university students, by ethnic community leaders, and by the Citizenship Branch. Canada: Multicultural; New Canadians and the Schools; Manitoba Mosaic--these names now have a familiar ring. The Provincial Government jointly with the Department of Education will convene a conference in Ottawa next Spring entitled The Cultural Heritage Congress.

The question of cultural pluralism is gaining momentum and acceptance in Canada. It has been said that "a Canadian of the '80's and '90's will be international in scope" and that because of their multicultural legacy, Canadians "will be noted and recognized for their fairness and openness of mind." A great deal remains to be done to achieve this goal, but it is one worth aiming for.

THE TEACHING OF CULTURE AS PART OF THE DAILY LESSON: REASSESSMENT, REEVALUATION, REORIENTATION

Helene Z. Loew, Half Hollow Hills High School

Yes, the foreign language field is progressing toward the determination of new goals. The 1971 Northeast Conference Reports cite that in the last twenty years, our "announced goals have been...language competence, an insight into culture, and an acquaintance with literature."[1] However, teaching today has actually turned in increasing measure toward language as communication, and culture has been taught--but as extra non-related material, "supplementary information," or simply as 'the lesson for Friday." The Reports strongly urge the acceptance and enactment of Foreign-Language-in-Culture. ACTFL's pre-conference workshop on Teaching Culture will feature the development of "learning units on the interaction of language and culture." Foreign Language Annals has begun volume 5, the October issue, with an article on how to read Spanish newspaper headlines by H. Ned Seelye and J. Laurence Day.

Culture is no longer supplemental, but rather the pivot around which the language is taught. It can be meaningful--and meaningfully taught--to all students, of all abilities, at all levels, and therefore enhances foreign language study which has for too long emphasized its use for communication, as a mental exercise, a linguistic decoding, or a requirement for graduation. Culture in the classroom is justified--if it needs justification at all--because FL skills can be learned through it. To define culture always invites a plethora of arguments: small "c" culture; an interpretation of contemporary, everyday living, including the study of the mass arts, political, social, and economic realities; the interaction of social class, age, sex, residence, and language; the interaction of established institutions and the people who live under and within them--in short, the study of the moments of life. Edward Hall's definition of culture as a form of communication is also especially appropriate for our purposes.[2]

Suggestions on how to teach culture as an integral part of each day's lesson begin with the superficialities--the appropriately decorated teacher, classroom, and bulletin board with student projects, flags, maps, posters, collages, figurines, cuckoo clocks, etc.--and progress to the use of all of the above to teach vocabulary and culture, conversation and culture, composition and culture, reading and culture, comprehension and culture.

Now, a few concrete suggestions: On the first day, after appropriate FL introductions (that is culture) and greetings (more culture) are drilled and foreign names are suggested, assigned, or chosen, it is possible, for example, to pass around examples of the currency of the country, discuss the denominations, and the rate of exchange, using the blackboard for the writing of key numbers--all in the foreign language. Later in the year, the vocabulary is reentered through a conversation using the role-playing technique where a student exchanges his dollars at the local bank for pesos, marks, francs, lira.

During the first weeks when teaching classroom objects and clothing, use a foreign language equivalent of a Sears, Roebuck catalogue, e.g., a

Quelle or Neckermann catalogue for the German classroom to show and contrast in size and quality the equivalent items in the middle class, foreign home. (An additional advantage here is that few regionalisms exist in these catalogues because they are distributed throughout a large area.) Toy or real telephones are props that most classrooms can afford. After identifying the object, teach students how to call and answer a telephone in a foreign country using appropriate change or tokens, again an excellent opportunity for role playing.

In a more advanced class, the discussion, preceded by research by a small group of students, could include the control of the various communications media by the government, the possible ramifications of this control, and the general use and place of the telephone in the average foreign household. FL magazines can provide pictures of public transportation modes, very often in advertisements. Again, after identifying the vehicles and teaching appropriate and useful verbs, the first-level student can form simple sentences about a streetcar (which he probably has never ridden in this country). The teacher then explains the important function of public, state-run transportation to the class in language appropriate to its level. In a more advanced class, answering job advertisements from an FL newspaper or magazine is an excellent reading and letter-writing exercise. German newspapers, for example, have large and varied lonely hearts columns. The abbreviations alone are a worthwhile vocabulary exercise, and the amusement on the part of the students in reading and choosing a correspondent is great. Even addressing an envelope to someone is a cultural experience.

Another unit combining culture, vocabulary, and conversation again uses catalogues and magazines. Students cut out objects to make a "store"--clothing, food, specialty shops for flowers, knit goods, etc.--and they make a mock-up of the shops, labelling items carefully with correct articles or plurals, if desired. Conversations are then developed in twos or threes--saleslady and customer(s)--which are eventually presented to the entire class, each small group teaching the others a predetermined number of new words, plurals, phrases. The teacher can point out the role of the small shop versus the supermarket in the foreign country and, of course, contrast them with our own customs.

An inevitable pattern drill for the first level is "I go to school." After mastering the verb forms in substitutions, the place to go is varied--the movies, the theater, the concert, the football game, church. Using pictures, again gleaned from foreign magazines, the teacher can show the uniqueness each of the above has in the foreign culture. The patterns may be further developed to include short phrases describing the above or what one would probably hear or see there. The football game is a starting point for a vocabulary lesson on popular sports in the foreign country, statistics for which are usually available at information bureaus for the individual nations. The school system of a country is one of the most interesting topics for our students and can be described in however elaborate terms and diagrams the class can absorb. The accessibility of the theater and concert to most foreigners can be contrasted with our conditions.

The treatment of geography can begin in the first level with maps, both political and physical if possible, since the topography of a country

indicates the nature of the people. Contrasts with our United States geography, topography, and climate are also very helpful in demonstrating how another people look at travel, distance, landscape. The place of agriculture and industry in the economy and in the lives of the people should also be treated at this point. The names of rivers and the heights of mountains mean little more than two more points on the Regents examination as it now stands and can be drilled if necessary a few weeks before the exam!

Newspaper headlines or clippings done by different groups of students each week may be taken from our national newspapers if there is no access to a recent foreign edition and translated into the foreign language with teacher assistance. In this way, current events are presented to the class frequently. A scrapbook of the clippings and their partial or total translation or retelling should be kept. Occasionally one finds a student who has and listens to a short-wave radio. Have him tape some FL news broadcasts, translate the key words, and play the tape for the class to develop students' aural comprehension, awareness, and confidence.

The life of the young people of another country is of particular interest to our students. Subscribe to a foreign teenage magazine and have students, even on the elementary level--where some translation might be used--read and retell what interests others of their age have, their peer and parental relationships, what they think of school, the songs and movies they like, dating relationships.[3] Student discovery through current materials sometimes leaves a more lasting impression than the teacher's expounding. Use live resources, especially here, such as local college faculty, foreign students, recent returnees from study and living abroad (AFS students, Open Door, Experiment in International Living), foreign members of the community who have arrived recently (which is also very good publicity for the school district's involvement with the community).

More brief ideas:

1. a nature walk with the students--contrast plant and animal life, the use and control of the forests in foreign countries;

2. foreign recipes collected, cooked, served, and eaten together (in the home economics suite or at someone's house, if necessary) in the manner of the foreign culture; a cheese festival; a wine-tasting party;

3. dramatization of advertisements from foreign magazines and newspapers--discuss, learn, and drill vocabulary and structure (often good for command forms); have students act out parts for the class in small groups;

4. guided tour of a major foreign city by a student who must act as a travel agent/guide in procuring the plane ticket, bus transportation, hotel, entertainment, tours, etc. for an American tourist, according to what the tourist might be: a Texas millionaire, a couple of newlyweds, a budget-conscious student; use European travel guides such as Michelin;

5. games played in the foreign country--Skat, Mensch, ärgere dich nicht, etc.;

6. the proverb for the day: teacher presents, drills, teaches vocabulary and pronunciation, structure, and then gives insight into the popular clichés used everyday, contrasting them with the American version wherever possible;

7. song of the week: from the simplest children's songs for the first level to one with philosophical, sociological, or historical significance; drinking and folk songs are especially good as well as those from the cabaret scene today; these give insight into everything from children's pastimes on the elementary level to the depth of a people in the more advanced; songs can be used for vocabulary, structure, pronunciation. They need not be sung by the teacher; look for a guitarist in the class or use a record or tape;

8. a study of the gestures of a people is also important and must not be overlooked. Films, especially newsreels, are the best place to look for these kinesics and to compare them with our own typical motions.

None of these activities takes a great deal of money; most materials are free and readily available for use. Subscriptions to a few magazines and newspapers do cost money, but use these--if your budget so demands--instead of buying inadequate "culture" review books. Put plans together yourself; find the materials on your own; don't wait for publishing companies to produce a packet. By the time they do, much of the information is out-of-date and no longer what really is going on in the foreign culture. Your imagination, ingenuity, inventiveness are your only limitations!

Some problems:

1. Where to get the materials? Try every tourist office here and in the foreign country, every national airline--including some of the big American ones for films and posters--information bureaus, the ministries in the foreign capitals, the contacts you have made in the foreign country, the AAT's, the consulates and embassies, the attachés in the cultural department, the Pan American Union, the International Chamber of Commerce; the list is endless. What is needed to assist teachers is a detailed list of cultural materials in the particular language, and I believe the 1972 Northeast Conference Reports will contain such lists.

2. Teacher reorientation to language-in-culture. Undergraduate courses and in-service training are also necessary to effect this new emphasis.

3. How much English? This central aspect depends on the class and the teacher. Much of what has been discussed here can be done in the target language if the amount of preparation of the students has been adequate. This can be determined best by the teacher and requires "a certain feeling."

4. Can we in two or three years give students an in-depth study of the foreign culture? The longer we have them, of course, the better. I believe if we do emphasize the culture as we teach the

language itself, more students will be spending more time with us and will ignore college entrance or college graduation requirements.

Finally, the foreign language teacher talks about the need for FL in the curriculum. He must realize that his involvement goes further than lesson plans, teaching, correcting papers, and an occasional trip abroad. He must believe in the value of FL in the humanistic education of every capable American. We are educating our students for a world with many challenges which no one can foresee at this time, a world where tolerance and understanding of the ways of life become increasingly important. We are a vital part of this world, our world.

[1] Leadership for Continuing Development: Reports of the Working Committees of the 1971 Northeast Conference on the Teaching of Foreign Languages, ed. James W. Dodge (New York: The Conference, 1971), p. 34.

[2] Edward Hall, The Silent Language (Greenwich, Conn.: Fawcett World, 1969), p. 37.

[3] Gerhard H. Weiss, "The Language Teacher--An Interpreter of Culture," Die Unterrichtspraxis, 4, No. 1 (1971), pp. 36-42. [Focus of this issue is on German Culture and Civilization.]

ACHIEVING POSITIVE PUBLIC RELATIONS FOR THE FOREIGN LANGUAGE PROGRAM WITH REFERENCE TO STUDENTS

Leonard L. Symansky, College of Saint Rose

Having now begun my eighth year as full-time Associate Professor of French at the College of Saint Rose in Albany, I realize that throughout this span of time I have often examined, at times subconsciously, this question of the student with respect to public relations.

In retrospect, throughout my teaching experience at the College of Saint Rose, it is certainly evident that it is in the past year that this subject became most meaningful. No doubt one of the main reasons for this is the aura of festivity which engulfed the entire college community upon the celebration of Saint Rose's fiftieth anniversary. Coinciding with this event was the establishment of the new "4-1-4 curriculum," wherein the student takes four units of course work during the Fall and four during the Spring semester. The Interim Term, otherwise known as the January "minimester," affords the student the opportunity to engage in a project in or outside the college community. This innovation in the curriculum is of noteworthy importance to the language student at Saint Rose. Thus, January 1971 was first interim term created.

In my department, I was asked to be group leader for a French Study Tour. A trip to France and Switzerland ensued, under the auspices of the Foreign Study League of Salt Lake City, Utah. This organization appointed me dean, and during the month of January a group of my students and I visited five central areas in Europe.

First was the Paris area, including tours of Versailles, Fontainebleau, Chartres, and the château country. The second region included was Lyon, from which the monastery of Cluny and the city of Grenoble were visited. The third center included in our itinerary was la Provence, where we travelled through Avignon, Arles, Nîmes, and Tarascon. The fourth was Nice, from which sidetrips were scheduled to Cannes, Antibes, Vence, and Grasse. From Nice we finally entered the fifth stage of our journey--this time to Geneva, where three days were spent before returning to Paris.

Travelling with a group of students did prove to be tedious at times, but from the standpoint of public relations, the end result was gratifying. Even during the various orientation sessions at Saint Rose preceding our January tour, I often mentioned that it was above all people, and not just places, that counted in one's travels. Before leaving with my group for France, I contacted several of my French friends, informing them that once again I was returning to their country, but this time as a group leader. Our most enriching experience was the New Year's Day we spent in Paris, where a friend of mine, who lives alone in a tiny Paris apartment near the Odeon, invited all of us to join her for an after-dinner dessert, followed by the traditional "pousse-café." To her home were also invited three other French friends. There we spent a delightful few hours, during which my students proved to be in fine command of their French and capable of conversing on varied topics. It was an ambiance of friendliness which made these hours so successful. When she recently visited the College of Saint Rose, it was a joy for my students who had met this charming hostess to renew her acquaintance. Three other Parisian friends of mine met my students and did all they could to make them feel at home and show them places of interest.

To summarize, this interim-term experience accomplished, I feel, its primary objective--the fostering of better understanding of a foreign culture. Bonds of friendship had been strengthened between my students, my personal friends, and other French people we had occasion to meet in the course of our travels. At the end of their French study tour, many of those in my group heralded the day of their return to France. In fact, one of them is there now, spending her junior year in Dijon, through which we had passed in travelling to Lyon.

Another important event, the annual Foreign Language Week, usually celebrated two weeks before Easter, is, I feel, a decisive factor in achieving positive public relations for the foreign language program. No doubt it was the fiftieth anniversary celebration at the College which rendered the occasion more significant than usual, but more important still was the fact that Saint Rose itself was for the first time chosen to host the 1971 convention of Alpha Mu Gamma, the national language honorary. Prior to the convention itself, both Sister Rosaire, who at the time was president of Alpha Mu Gamma, and I realized that Foreign Language Week had to and would be a very special event. Highlighting the festivities was a drama festival. To prepare for this, I presented extracts from Molière's Les Précieuses ridicules--I say "extracts," since the evening's program also included a "Spanish anthology" and French, German, and Spanish songs. Weeks of rehearsal ensued, during which an outstanding esprit de corps developed. The Molière production was most successful. For many of my students, this was a first experience in performing for the public in the foreign language. The play itself was video-taped, to be used during future "College Days." Following the production, there was a smorgasbord at my parents' home, to which all members of the cast were invited. The

enthusiasm generated by Les Précieuses ridicules has certainly not disappeared, for many of my students are already planning to prepare Jean Anouilh's Antigone for Foreign Language Week in 1972. What is even more exciting, both for me and my students, is that Antigone will not only be performed at the College of Saint Rose but also at a meeting of the Alliance Française of Schenectady.

In discussing the following aspect concerning the role of the student in achieving positive public relations, I go back to the Foreign Language Week of March 1970, at which time my students and I presented a potpourri of French love songs. Little did I realize at the time that the potpourri presented would become a repeat performance the following year. It so happened that a very active individual who arranges musical events for hospitals, boys' clubs, and churches phoned the College of Saint Rose one day, asking if there were a choral group available for performing in such places as the Veterans' Hospital and the Senior Citizens' Center of Albany. The communication was relayed to me, and one thing led to another. My choral group members indicated that they would gladly present the same program again. Thus, the Saint Rose language students entered the public eye several times, finally participating at the Albany International Center on December 5, 1970, where the French Department hosted the evening's program, including my potpourri of songs, a "florilège poétique", a French folk dance number, a slide presentation by two students who had visited France, and a song fest.

It is readily apparent from all of these examples that positive public relations for the foreign language program can be achieved outside the classroom, where the student will realize his love for language in the form of personal contact with native speakers, in the form of drama, or in the form of song. What is more exciting still is that as we of Saint Rose enter our second half-century, we see even more dynamic changes unfolding in the role and scope of foreign languages. We see the language department opening its doors to language visitors from the high schools. We see the creation of several future offerings--language related to political science, art, nursing, and music. We realize how increasingly important the role of the foreign language program and of the eager student who will continue to manifest his love for language toward such new horizons and beyond the confines of the classroom will grow.

FLs IN THE COMMUNITY COLLEGE

Leonard Isemonger, State University of New York at Farmingdale

The foreign language curriculum in the community college depends upon a multitude of factors, including the size of the institution, background of the students, geographical location, and interests of the students. Obviously, a larger institution can offer languages in addition to French, Spanish, and German. Of course, since there are more students in each language, the large institution is able to offer more courses beyond the first two years of study.

The background of the students is important in determining what will be offered. The standard foreign language curriculum normally devotes the first year to the four basic skills--speaking, understanding, reading, and writing--while reserving the second year for reading unabridged literary and cultural material while providing a review of basic skills. Actually, this standard procedure is becoming more difficult to achieve in the community college. For example, I find it virtually impossible to complete the text I use in Spanish I and II within two semesters. Since I, as any other community college instructor, wish to retain my students, I am prepared to spend two years completing the first-year book.

With the advent of open admissions, and I personally look forward to this day, the heterogeneous nature of the foreign language classroom will even increase. This, of course, raises some questions about what we can do with the superior student in the foreign language curriculum. The only answer is individualized instruction. Since I am associated with a rather large institution, we offer advanced courses in Spanish, French, and German to those students who have had four years of study of the same language.

For the second year of foreign language study, the student who has completed the advanced course may elect an independent study program relevant to his needs and interests. One student whose ability in Spanish will probably challenge her to the Ph.D. level is doing a project in Golden Age drama; other students are doing a joint project in tremendismo literature of twentieth century Spain. One Spanish student is studying vocabulary development relevant to her interest in the airline industry; another, in German, is studying the plots of Wagnerian operas.

The geographical location of the community college helps determine its curriculum. For example, according to the September 1970 issue of the Bulletin of the Association of Departments of Foreign Languages, ethnic interests determine that the community college offer such languages as Navajo, Flemish, and even Old Norse.

The interest of the student is influential in determining the foreign language curriculum. For example, community colleges with large black studies programs offer Swahili, e.g., Kingsborough Community and New York City Community College of CUNY.

In summary, the foreign language department at each community college must decide for itself what its curriculum will be. The department can not use guidelines from another institution to set up its program. It alone must decide what languages will be offered, and what and how much material will be covered.